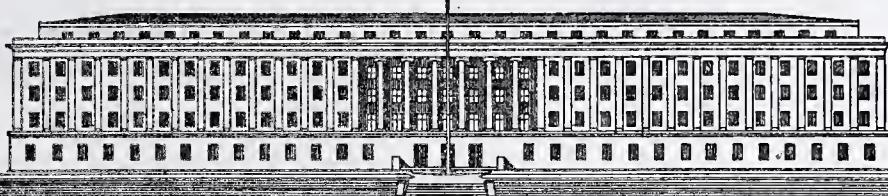


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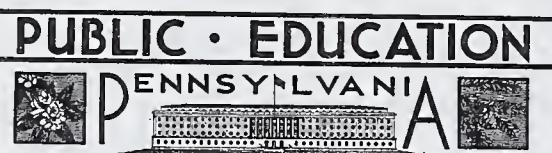
PENNSYLVANIA



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Commonwealth of Pennsylvania



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SCHOOL CALENDARS

ANTICIPATING ANNIVERSARIES

NOVEMBER

1 National Author's Day.
1 National Art Week Begins.
2 James K. Polk, 1795-1849—The eleventh President of the United States.
2 Warren G. Harding, 1865-1923—Twenty-ninth President of the United States.
2 Election Day.
3 William Cullen Bryant, 1794-1878—Poet and editor. Author of "Thanatopsis". Elected to the Hall of Fame in 1910.
5 Official Speech Week Begins.
6 Ignacy Jan Paderewski, 1860—Polish pianist, composer and patriot.
7 Red Cross Sunday.
7 American Education Week Begins.
8 Father and Son Week Begins.
8 John Dickinson, 1732 - 1808—Statesman, Champion of American Rights, made first draft of the Articles of Confederation. Enrolled among the honored educators on the roll of honor engraved on the frieze of the Education Building at Harrisburg.
11 Armistice Day. The World War came to an end on Monday, November 11, 1918, at 11 o'clock A. M.
11 John McMillan, 1752-1833—Educator, clergyman. Established nucleus of Jefferson College. Enrolled among the honored educators on the roll of honor engraved on the frieze of the Education Building at Harrisburg.
11 National Red Cross Week Begins.
13 Edwin Booth, 1833-1893—Shakespearean actor. Considered the foremost American tragedian. Elected to the Hall of Fame in 1925.
13 Phillips Brooks, 1835-1893—Minister and author. Almost unrivaled as a pulpit orator. Elected to the Hall of Fame in 1910.
14 Robert Fulton, 1765-1815—Inventor of the steamboat. Born in Lancaster County, Pennsylvania. The first steam-propelled warship was built from his plans. Elected to the Hall of Fame in 1900.
14 Children's Book Week Begins.
15 Articles of Federation adopted by the Continental Congress in 1777.
16 Thomas H. Burrowes, 1805-1871—Educator, lawyer. Framed the Free School Act of 1834, founder of the Pennsylvania School Journal; Superintendent of Public Instruction (1860-1863). Enrolled among the honored educators on the roll of honor engraved on the frieze of the Education Building at Harrisburg.
18 Asa Gray, 1810-1888—Botanist, professor at Harvard. Honored by European countries. Elected to the Hall of Fame in 1900.
19 James A. Garfield, 1831-1881—Twentieth President of the United States.
19 Lincoln's Address at Gettysburg, 1863.
21 Mayflower Pact Signed, 1620.
23 Franklin Pierce, 1804-1869—14th President of the United States.
24 Zachary Taylor, 1784-1850—Twelfth President of the United States.
24 John A. Brashear, 1840 - 1920—Scientist, astronomer. Enrolled among the honored educators on the roll of honor engraved on the frieze of the Education Building at Harrisburg.
25 Christmas Seal Campaign Begins.
25 Thanksgiving Day.
25 Ethelbert W. Nevin, 1862-1901—Music composer: "Narcissus", "The Rosary". Enrolled among the honored educators on the roll of honor engraved on the frieze of the Education Building at Harrisburg.
30 Mark Twain (Samuel L. Clemens), 1835-1910—Humorist, writer of fiction. Author of "Tom Sawyer" and "Huckleberry Finn". Elected to the Hall of Fame in 1920.

EDUCATIONAL MEETINGS

NOVEMBER

10 Patrons of Husbandry National Grange, Harrisburg, Pennsylvania (eight days)
11 Association of American Universities, Providence, Rhode Island (three days)
15 Association of Land Grant Colleges and Universities, Washington, D. C. (three days)
19 Southern Convention District of the P.S.E.A., Harrisburg, Pennsylvania (two days)
25 National Council of Teachers of English, Buffalo, New York (three days)
26 American Philosophical Society, Philadelphia, Pennsylvania
29 Second National Conference on Education Broadcasting, Chicago, Illinois (three days)

EXECUTIVE OFFICE

DR. LESTER K. ADE
Superintendent of Public Instruction

"ISSUES IN SECONDARY EDUCATION" AND "OCCUPATIONAL GUIDANCE" AMONG TOPICS PRESENTED AT EDUCATION CONGRESS

(In the October issue of *Public Education* appeared abstracts from several addresses delivered before the Education Congress held in Harrisburg September 22-23. These included: "New Legislation—Its Meaning and Its Challenges", by Dr. Lester K. Ade; "Adult Education, What is it and Where Is It Going?", by Dr. Floyd W. Reeves; "Issues in Elementary Education", by Dr. Alonzo F. Myers; and "New Responsibilities Growing Out of Recent Legislation Affecting the District Superintendent", by Herman C. Grose. In the present account are abstracts from addresses not included in the previous issue of the Bulletin.)

ISSUES IN SECONDARY EDUCATION

DR. HOMER P. RAINY

Director American Youth Commission

Introductory

To those who are studying the problems of secondary education it is clear that numerous changes in American life, some of which have been piling up over a long period of time and some of which are of more recent origin, are by their cumulative effect producing a crisis in secondary education.

Is Secondary Education for All Youth A Possibility?

Undoubtedly one of the most fundamental issues in the field of secondary education today has to do with the implications growing out of our system of universal secondary education for all youth. There is no principle of American education that is more deeply imbedded in our educational philosophy than that of universal secondary education, and coupled with it the principle of equality of educational opportunities.

This simple fact, therefore, is producing one of the most fundamental issues that we have ever confronted in secondary education. The issue may be stated in this way: Are we going to face frankly the implications of our system of universal secondary education and prepare programs adapted to the needs, interests and capacities of all youth of secondary school age?

Society is faced with the obligation of providing a secondary education for practically all of its youth of secondary school age whether it wills it or not. It is perfectly clear that the employment situation in American life does not now demand, and will not in the immediate future demand, the services of youth under eighteen years of age, and that only a small percentage of youth under twenty-one years of age will really find worthwhile opportunities in employment. Society is faced, therefore, with the very practical problem of how to provide adequately for its youth under twenty-one years of age.

A Common Education for a Common Life

A proper concept of secondary education for the future seems to be that of a common education for our common life. Never

before in the history of the world has there been such a community of living as there is today. By the development of means of travel and communication all people have been drawn close together and means for the dissemination of knowledge and information are making it possible for all people to hear and to know the same things. This is tending toward a need for a common culture. Furthermore, there is a leveling of life in the economic and political areas. Mass production of cheap goods coupled with high wage scales is tending toward an economic democratization of life, and the development of political liberalism is bringing the "mass man" into political control. Thus walls that have hitherto divided our population into groups and classes are now being broken down and there is a general tendency toward leveling or democratization of life. The masses of men are achieving in increasing measure social, political and economic equality. Thus a basis of a broad and living common culture is emerging. Habits, customs, manners, and ways of thinking are fast becoming common to all groups and sections of our country. People in all classes in all sections of the country hear the same radio programs, read the same books from public libraries, see and ride in the same kinds of automobiles, see the same moving pictures, play the same sports, and share hundreds of other things in common. They attend the same kind of schools, colleges and universities; take similar courses; study the same textbooks; and collect the same kind of an education measured in semester units. The common life comes whether or not we will it. The prime function, therefore, of universal secondary education is to provide a common education for the common life of the whole population.

A Common Curriculum

The central problem of curriculum building for secondary education is to identify these common elements in the experiences of all, and to prepare materials and procedures which will insure that all youth have an opportunity to share in these experiences. These common elements of our common life, therefore, ought to become the "core" curricula for all youth in the secondary schools. The building of such curricula will require a thorough and fundamental reorganization of the entire program of studies. These new materials should be developed and carefully graded for every level of sec-

ondary education from the first year of the junior high school through the junior college, and they should also be graded for different ability groups. It is my belief that this type of education is so much more important than any of the electives or later vocational courses that no school should omit the core curricula of general education.

What Kind of Vocational Education Program Is Needed?

A second major issue in modern secondary education relates to the kind of a program of vocational education that is needed for modern conditions. There is no doubt but that this issue of vocational education is one of the most critical in American education at the present time.

In addition to the divergence between the increase of productivity and employment opportunities, there are taking place significant technological changes within industry itself which will further change the character of the work process. The scrapping of old equipment and the introduction of multiple units of automatic or semi-automatic machines has not only reduced the number of workers employed, but the amount of skill required for their operation has often been reduced. The repetitive nature of work has increased as has the labor turnover on particular operations. Furthermore, some recent studies of displaced workers disclose that the qualities which help men to rise to skilled jobs and high wages while at work are of limited use in helping men to readjust satisfactorily when the job goes; and that the majority who did find jobs found them in industries or occupations other than those in which they were previously employed. Youth faces thus an occupational future in industry that is becoming more mechanized, less concerned with highly developed mechanical skills, less given to practical instruction outside the industrial plant, and more insecure for one with a single vocational skill. In a word, mobility has taken the place of fixity, and uncertainty the place of security.

Diversified Vocational Activities

A system of vocational education which would be adequate in such a changing situation should provide for training of a short-term type far more diversified than ever before in respect to the fields in which the training is offered, participated in by both industry and the school, and stressing opportunities for rapid and effective retraining. Such instruction of youth would become effective through the wider use of present promising beginnings of occupational and placement information that is provided through a well organized placement service.

Three-Fold Responsibility

Furthermore, such a system of vocational education should recognize a three-fold responsibility upon school, community and the employers. The schools should be required to provide educational opportunities for all qualified youth on the secondary

EXECUTIVE OFFICE—Continued

level, designed not primarily to impart particular techniques, but to develop such an adaptability that shifting from one job to another is made practicable and further designed with such resourcefulness that youth in routine jobs will be able to find other life satisfactions in extra-occupational interests.

The curriculum should not be thought of as designed to give specific training for vocations. Its primary purpose should be to give preparation for intelligent participation in the experiences of life which are shared in by all people—for general living in a modern community. If properly organized with suitable electives, it will also supply a basis for the first level of specialization, which will be entered upon in the tenth or eleventh school year.

New Professions

Modern conditions have brought into positions of importance parallel with those of the time-honored learned professions other callings, notable among which are engineering, business management, professional agriculture, and governmental service. Preparation for these callings is generally recognized as vocational in type. For the new professions courses of study are needed which are not included in the traditional pre-professional, classical curriculum. With diminishing emphasis on the classical subjects and increasing demands for new courses, confusion has arisen with respect to the terms, "liberal" and "vocational." The fact is that the only truly liberal education is that which furnishes the common background for cultured life. Liberal education is the education which prepared for intelligent citizenship. It is the education which insures that individuals have a general understanding of their intellectual heritage.

Vocational and General Preparation

Whatever the period of schooling, the school should at all times aim to cultivate two types of intellectual maturity, two types of information, and two types of interpretation of the facts known to modern science and letters—one vocational in its interests and applications; one general, directly related to the common social life of humanity. At the beginning of secondary education, general education should be stressed. During the later years vocational education should come into prominence.

Are Public Schools Responsible for the Placement of Youth in Employment?

The third great field of importance in secondary education today has to do with the responsibility of the schools for the employment and vocational adjustment of youth. One of the crucial points in our youth problem which we have discovered is the steadily widening gap which exists between the completion of school on the one hand and the beginning of employment on the other for an increasing percentage of American youth. The vast majority of youth drop out of school at sixteen, seventeen and eighteen years of age, and at eighteen years of age three-fourths of all youth are out of school. Our studies show that there has been a steady trend since 1910 to exclude youth under twenty-one from employment. Thus we have a period of three, four or five years between the time many youth drop out of school and the time at which they have a reasonable opportunity of being inducted

into full-time employment. Society, therefore, is faced with the problem of finding some productive way to bridge this gap.

It is my belief that the schools are the only appropriate agency to assume this responsibility. However, it does not seem possible for practical reasons that the schools can assume the entire responsibility. It must be shared by other groups, such as employers and governmental agencies, particularly the employment services.

3. What, if any, additional services will be necessary to meet these needs?

4. What financial resources will be available for these needs, and what additional resources will be required?

The next essential step in such a program is the development of a new service—one which will successfully correlate the functions of the schools with those of the employers of labor. This can best be done through an employment service, national in scope, and inclusive in character.

This service should have a central statistical office in Washington, where the data should be interpreted and made available for use to the entire country.

There must also be a system for the dissemination and use of these data in industry, the schools, colleges, universities, and for all other interested groups.

There should be associated with this service in each community a guidance center for youth, in which all local agencies should cooperate in an analysis of community needs and opportunities; an analysis of individual youth's characteristics; guidance, placement and supervision of individual youth.

The guidance work in the schools should be definitely related in a functional way to this local employment service. Counsel in the schools, in order to be effective, must be more closely related to the placement of youth, for it is futile for the schools to try to counsel unless they also have some part in the placing of youth in employment.

The First Education Congress

November 17-22, 1919

The origin and purpose of the Annual Education Congress are clearly signified in the following account* of the first gathering of this important series of meetings from November 17 to 22, 1919:

"Superintendent Finegan took up his work in Pennsylvania in September, 1919. The Legislature had adjourned until January, 1921, so that he had nearly two years in which to plan for legislative action. His first work was to reorganize the State Department and put it on a thoroughly *business-like and professional basis*. His next step was to call an Educational Congress which met at Harrisburg, November 17 to 22, 1919. The purpose of this Congress was

to consider existing fundamental American education needs, particularly as revealed by our recent national experience, and to determine what modifications, if any, of the curriculums or of the general plan and scope of the work of our elementary and secondary schools, should be made to meet such fundamental state and national needs."

*From: Walsh—History and Organization of Education in Pennsylvania, pages 264-265.

OCCUPATIONAL PREPARATION

DR. EDWIN A. LEE

Director National Occupational Conference

Public schools of the future not only will steer young people into the type of work for which they are best fitted and train them for that occupation, but will have facilities for finding jobs and following up to see that the young workers are making good.

Job guidance, education and placement service by the schools of tomorrow will be extended into the adult field also. Such a program of "occupational adjustment" for secondary schools was recommended by thirteen of the nation's leading school superintendents.

The next twenty years will see greater cooperation between schools and industry in the matter of selection and placement of pupils and adults. Many school districts now insist upon regular surveys of community industries to determine job supply and demand, and regulate their curriculums accordingly. There will be greater stress on occupational adjustment for handicapped children and adults. Also, schools will attempt to prepare each individual for a life career in a suitable occupation. New opportunities for training in the distributive occupations, made possible through Federal grants to school districts, will be a part of the new education program.

Pennsylvania legislators are to be commended for advancing the compulsory school age to seventeen years and arranging for its later advancement to eighteen. The schools have a better opportunity for occupational adjustment of pupils under such regulations.

Pittsburgh schools are putting into operation this fall a three-point occupational

A Program to Meet the Problem

Time will not permit more than a brief sketch of my concept of an adequate program to deal with this problem. The first essential step is the development of a cumulative youth census. Every state should have a continuous inventory of its oncoming youth. This inventory may well be a cumulative and extended school census and should include full educational and vocational data relative to all youth in the state under twenty-one years of age.

Such an inventory of youth ought to lay the factual foundation upon which a state should be able to approach the answer to such questions as the following:

1. What are the needs for services to youth in the state?
2. What are the institutional resources now available in the state for meeting these needs for services?

EXECUTIVE OFFICE—Continued

adjustment program which in principle follows the recommendations made by members of the Occupational Education Tour for School Superintendents, sponsored last May by the National Occupational Conference. Action by the Pittsburgh Board of Education has resulted in appointment of a director of guidance and revision of secondary school curricula with a direct view to adequate occupational adjustment instruction.

PROBLEMS GROWING OUT OF LEGISLATION WHICH AFFECTS COUNTY SUPERINTENDENTS AND SUPERVISING PRINCIPALS

I. D. APP

Superintendent Dauphin County Schools

Anyone who has read a digest of laws relating to education enacted during the regular session of the General Assembly of 1937 must immediately recognize its comprehensive and significant scope. Furthermore, it is quite obvious that this legislation is the logical result of wide study, positive convictions, commendable courage, and energetic action.

Many Problems

The specific question "Problems Growing Out of Legislation which Affect County Superintendents and Supervising Principals" is one which is both pertinent and vital. Probably no other group of administrative school officials throughout the State will have as many problems to face and solve as those indicated in the subject of this paper. Most of these problems will likely center around the program of supervision, pupil welfare, and reorganization of the office of the county superintendent, involving additional records and reports necessary for the effective administration of the work of county boards created by Act 157.

Merging Districts

The Act which will in all probability create more problems than any other is the one on the merging of school districts. This involves for Pennsylvania a new departure and sets up in the office of the county superintendent of schools a county board of which the county superintendent is the chief executive officer. The implications of the term "chief executive officer" implies more than many of us at this moment realize. The personnel of the first county board, of course, is clearly indicated by law, for it shall be composed of the executive officers of the school directors association. It is very obvious that many directors will wish to become members of the county board, for the position will carry with it considerable prestige and influence. Situations in this connection will undoubtedly arise which will require considerable tact and the exercise of good sound judgment on the part of the county superintendent.

The most difficult problems will, however, arise in working out plans for the merging

of two or more school districts. The State Council of Education in preparing a set of Guiding Principles, Standards, and Regulations in Merging School Districts have performed a very excellent service for county boards and county superintendents.

Secondary School Service Considered

When whole districts can be taken into a merger plan comprising a secondary area to be utilized are the press, pamphlets, public meetings, and the secondary school pupils attendance area with sufficient pupil population to support a senior high school, grades 10 to 12 inclusive, with at least seven teachers and 175 pupils; or a junior high school, grades seven to nine inclusive, with at least seven teachers and 175 pupils; or a six-year junior-senior high school, grades seven to twelve inclusive, with at least seven teachers and 175 pupils; the solution to the merging problem may be comparatively simple. However, if for sound reasons it may be found necessary to divide districts, then the problem will become quite difficult. In the first place a real problem will arise in locating the dividing line. In some cases this new division may follow either some natural boundaries such as a small stream, creek, or a highway. If the plan of division shall be run more or less direct from one point to another it will involve dividing many more properties which will require new assessment values.

Increased Enrolments

Another problem which will be inevitable, and one very difficult to solve, will be the obvious lack of facilities to take care of the increased enrolments in our secondary schools, especially when the eighteen-year age limit and compulsory transportation for all pupils under eighteen years of age become effective.

What Are Adequate Facilities?

Adequate facilities should mean more than a seat, books and necessary school supplies for all pupils. It should mean more than a gymnasium, more than an adequate health program; it should mean more than ever before a type of curriculum that will more clearly fit the individual capacities of each child. Merely to bring children into school up to the eighteen-year level with nothing more to offer than many are getting now is a questionable procedure. To compel a child to follow a certain course of action until he is eighteen without due regard for his interests and capacities may be very unwise.

Expanded Program of Vocational Education

The expansion of the vocational education program will do much in providing adequate school facilities. In schools where vocational courses are being offered today we find a renewed interest on the part of many pupils who heretofore were, in a large measure, merely marking time.

Increased Salary Law

We also must not lose sight of the increased salary law which becomes effective in fourth class districts. This act should meet with the hearty approval of all school officials in Pennsylvania. Too long there has

been an unjustifiable discrimination against the teachers in fourth class districts. Children in these districts should be regarded as being just as much the wards of the State educationally as the children of the larger towns and cities.

Informing the People

Another problem which must be recognized is the one bearing on the necessary information which the public must have prior to voting on merger plans. Unless full and accurate information is furnished to the citizens on all points of a proposed merger plan the desired results can hardly be attained. Therefore, it is imperative that an effective publicity program be worked out. How shall this be done? Among the agencies for the dissemination of the essential facts on merger proposals which can themselves. Influential people can be of real assistance if asked to present the matter to individuals at every favorable opportunity. Splendid results are frequently obtained in this rather informal and incidental manner.

Teacher Tenure

Another outstanding legislative act is that of Teacher Tenure. At least two types of problems can be considered here. One relating to the more careful selection of teachers; the other, a more thorough technique of rating teachers.

In the first, the selection of teachers, school officials need as complete information on all applicants as it is possible to secure. This will involve close and whole-hearted cooperation among all those who possess reliable information about the applicants. Might it not mean also a revision of our application forms with more emphasis placed on some items than is now generally recognized? Competent married teachers this year found it easier in some sections to secure positions than beginners, simply for the reason that they could produce from reliable professional sources evidences of their past success as teachers. School boards now want to play safe. In some instances, no doubt, capable young people without experience were rejected through no fault of their own but because of a force of circumstances largely outside of their control. It appears they did not have sufficient acceptable evidence at hand to present to school boards. To place competent and worthy beginning teachers is both a problem and an obligation for county superintendents and supervising principals.

Teacher tenure should finally carry the implication to all teachers that it has imposed upon them some very definite obligations. It is enough to say that Doctor Ade's address before the N-E-A-Detroit Convention and printed in the September P.S.E.A. Journal, is a most outstanding statement on this point. All teachers and school officials should read it.

Other Problems

Other problems which are not now anticipated will eventually arise, but in any event there is no need for undue anxiety. They do, however, constitute a real challenge—a challenge worthy only of our best efforts. And fortunately, too, we have the assurance of the full cooperation of the competent staff of the Department of Public Instruction.

EXECUTIVE OFFICE—Concluded

Historical Landmarks Restored

Significant Celebrations Under Way

The Historical Commission is cooperating with the Department of Public Instruction and the General State Authority in planning for the restoration by the latter of Pennsbury Manor, William Penn's estate in Bucks County, and Old Economy, the Harmony Society settlement at Ambridge, Pennsylvania.

The Commission is working actively in making plans for the administration and restoration of properties turned over to it by the recent session of the General Assembly.

Special Celebrations

In connection with the Sesqui-Centennial of the Constitution, the Historical Commission is sponsoring a W. P. A. project, operating in Pittsburgh, and employing 650 people, whose work is the construction of 2,600 models of Independence Hall, to be distributed through the schools of the Commonwealth, together with plays, costume plates, and music suitable for school usage in a Constitution Day program. In addition to this project, bibliographies on the Federal Constitution are being prepared, as well as biographies of the Pennsylvania Signers.

A popular, authentic history of the Swedish Colonies along the Delaware is ready to go to press as a part of the 300th

(Continued on Page 13, Col. 3)

SIX SUGGESTIONS ON MEETING CRUCIAL ISSUES IN AMERICAN EDUCATION

1. Our schools and colleges should more clearly approach democratic societies in their own fundamental organization and operation.

2. It is the duty of educational agencies in a democracy to provide the maximum of opportunity to youth and adults to study and discuss the current, social, economic, and political problems with which our citizens must deal.

3. If education is to meet the crucial issue of preserving and improving American democracy, we must move forward with a program which reaches from early childhood through active adulthood.

4. It is my conviction that education must move rapidly forward in making use of the airways, both in local communities and throughout the Nation, as one means of vitalizing the educational approach to our problems, and of stimulating an intellectual curiosity.

5. I think we should reserve certain high frequency wave lengths for the exclusive use of local educational agencies and for the free discussion of civic affairs.

6. We have yet to make adequate use of the motion picture as an educational medium.

Dr. John W. Studebaker.

NOVEMBER CALENDAR FOR SCHOOL OFFICIALS

Due	Subject of Report	Law	Report
1	Application for Appropriation (for teachers' salaries and closed schools).....	1210	PIBB-1 PIBB-3
1	Summary of Enumeration	1426	PICA-3
1	Last date for payment of instalments on delinquent taxes	786	
1	Secondary School Classification Report—to be filled out for every secondary school, including rural community vocational schools, and other vocational and trade schools.....	PIHS-1
1	Industrial Arts Report—to be filled out for those secondary schools offering programs in industrial arts on the practical arts basis...	PIVE-10
1	General Home Economics Report—to be filled out for those secondary schools offering programs in general home economics on the practical arts basis	PIVE-6
1	Secondary School Vocational Agriculture Report—to be filled out for all rural community vocational schools and all other secondary schools having departments of vocational agriculture. Note the new method of reporting funds paid agricultural teachers.....	3414	PIHS-V1
1	Secondary School Vocational Home Economics Report—to be filled out for all rural community vocational schools and all other secondary schools having departments of vocational home economics	3414	PIHS-V2
1	Secondary School Vocational Trade and Industrial Report—to be filled out for those schools having all day and/or part-time cooperative vocational trade and Industrial classes	3414	PIHS-V3
1	Vocational Trade and Industrial Schools and Classes, Report of Classes for Employed Persons (other than Part-time Cooperative Classes)—to be filled out for all schools having evening vocational trade and industrial classes as soon as they are organized.	3414	PIXV-2

Federal Census of Unemployment and Occupations

Cooperation of Schools and Other Agencies Sought In Nation-Wide Project

A Federal census of partial employment, unemployment, and occupations will be simultaneously taken in every city, borough, and township in all states on November 15 and 16.

The 31,000,000 families within the United States will be reached through the offices of the postal authorities. Postmen will deliver unemployment report cards to every family on their routes so that every totally or partially unemployed worker in each household will be given the opportunity of filling out a separate report card. Assistance in filling out the unemployment report card can be secured from any postal employee. If additional cards are needed for any family, these can be secured from the postman or post office.

The purpose of this census is to secure a uniform, accurate picture of unemployment in the United States as a basis for combatting it in a more intelligent and effective manner. President Roosevelt says, "It is important to the unemployed and to

everyone in this land that the census be complete, honest, and accurate. If you give me the facts, I shall try to use them for the benefit of all who need and want work and do not now have it."

The unemployment report card consists of fourteen questions dealing with employment and occupational facts. No questions as to immigration, or as to educational or citizenship status, are asked. All information thus secured will be held in strict confidence.

From the information secured will come facts rather than opinion as to present unemployment, showing the total unemployment problem remaining and its geographical distribution, age-group distribution, occupational distribution, and like facts.

Public school officials and teachers, particularly those in evening classes for adults, can contribute much to the success of this census by explaining to classes the nature and purpose of this census and the importance of having every totally or partially unemployed worker fill out and mail a separate report card.

Administration and Finance

DR. CLARENCE E. ACKLEY
*Director Bureau Administration
 and Finance*

SCHOOL OFFICIALS AIDED IN PROBLEMS OF MERGING DISTRICTS

State Council of Education Formulates Guiding Principles for Use in Effecting Reorganization of Attendance Areas

The processes of merging school districts as provided in Act 157 of the General Assembly of 1937, involve the cooperation of several public agencies, including the Commonwealth itself, the State Council of Education, the County Boards of School Directors, the County Superintendents of Schools, and other school officials and lay leaders. In a movement as vital and fundamental to the public welfare as this, it is necessary that those who take the initiative should be guided by principles, standards and regulations that are not only in keeping with the provision of the present Laws of Pennsylvania, but with the broadest implications that touch the common welfare with especial reference to public education.

Charged with the responsibility of formulating the guiding principles for the merging of school districts under the new Act is the State Council of Education. Since the approval of the measure on May 13, 1937, the State Council has been at work developing standards and principles for this purpose in accordance with the spirit and policy of the Law.

Following is a draft of the guiding principles, standards, and regulations for the merging of school districts as approved by the State Council of Education:

I PUBLIC AGENCIES

A. The Commonwealth

The Constitution of Pennsylvania mandates that: "The General Assembly shall provide for the maintenance and support of a thorough and efficient system of public schools, wherein all the children of the Commonwealth above the age of six years may be educated." Act No. 157 approved by the Governor May 13, 1937, commonly called the Ruth-Brownfield Bill, is based upon this mandate. All the problems presented by this Act are those pertaining to the authority and duty of the State and its agents in seeking a more thorough and efficient system of public schools. All problems should be interpreted in this light.

B. The State Council of Education

Larger units of school administration should be organized in accordance with general standards and after wise planning. The State Council of Education is the body charged by this Act with the responsibility of promulgating standards which should serve as the basic pattern from which the new unit of school organization should be determined.

C. The County Board of School Directors

The County Board of School Directors under the leadership of the County Su-

perintendent of Schools is the administrative agency charged with the duty and responsibility of preparing plans and presenting petitions to the court of Common Pleas for the merging of school districts in accordance with the standards and regulations set up by the State Council of Education. Act No. 157 delegates to the County Board of School Directors the authority to:

1. Require all districts having no teachers as of January 1, 1937, to merge with other districts by July, 1938.
2. Require all districts employing ten or less teachers as of January 1, 1937, to merge with other districts after July, 1941, provided the electors of any such school district shall first have consented to such merger.
3. Prepare the necessary plans and petitions for such mergers.

D. The County Superintendent of Schools

The Chief Executive Officer of the County Board of School Directors is the County Superintendent of Schools in whom is vested the Administrative Leadership necessary to coordinate all educational services in districts under his supervision. In drafting plans for the reorganization of school units, it becomes the duty of the County Superintendent of schools to lay before the County Board of School Directors such facts, figures, results of surveys, and other pertinent data as may be needed for a thorough and comprehensive study of the problems involved. Especial attention should be given to certain points of law regarding such matters as petitions, elections, disposal of property and obligations, and the location of schools.

The Department of Public Instruction stands ready and willing at all times to assist in the formulating of these plans.

II PRINCIPLES, STANDARDS AND REGULATIONS

A. The Reorganization of Existing School Districts into More Efficient Administrative Units Involves Two Basic Considerations:

1. Grouping or merging of small districts into larger and more efficient administrative units. This will involve the reorganization of attendance areas, both elementary and secondary.
2. The consolidation of schools within each of these larger units in such

a manner as to serve best the various attendance areas.

There should be a clear understanding of the terms involved and a careful distinction in their use. Reorganization of attendance areas is the immediate objective to be kept in mind. The grouping of these attendance areas into an administrative unit involves the merging of districts. Consolidation will involve the merging of individual schools, both elementary and secondary, within each of the administrative units.

B. The Effectiveness of the School Program Depends Upon Having A Unit of School Administration Supported by Sufficient Population and Wealth to Carry on Economically and Efficiently the Functions of Public Education.

Immediate and ultimate objectives should be formulated in developing such a program.

The immediate objective is the merging of districts having no teachers as of January 1, 1937. This is mandatory and must be accomplished by July, 1938. While this program is being developed, the ultimate objective also should receive careful consideration.

The ultimate objective in determining size and arrangement of the reorganized units should be, whenever feasible, a range of educational offerings adequate to meet the needs of all children through at least the twelfth grade. Cost must be given careful consideration but an economical and efficient unit should be judged in terms of whether the objectives are realized rather than in terms of cost alone.

Except under unusual circumstances, due to such factors as extremely sparse population, rugged topography or other adverse physical conditions, an administrative unit should comprise:

1. One or more elementary attendance areas with sufficient pupil population to support elementary units of grades 1-6 inclusive, with at least one teacher per grade on the basis of the pupil-teacher ratio of twenty-five to thirty-five pupils per teacher.
2. A secondary attendance area with sufficient pupil population to support
 - a senior high school, grades 10-12 inclusive, with at least seven teachers and 175 pupils;
 - b. A junior high school, grades 7-9 inclusive, with at least seven teachers and 175 pupils; or
 - c. A six year junior-senior high school, grades 7-12 inclusive, with at least seven teachers and 175 pupils.

(A secondary school containing fewer than 150 pupils should not be organized in a merged district without approval of the Department of Public Instruction.)

The optimum size of these units will depend largely upon transportation facilities and density of population. Pupils should not be transported over roads

ADMINISTRATION AND FINANCE—Concluded

that present extreme hazards, or be required to walk more than two miles, or be required to ride on a school bus more than one hour (preferably including the time of walking to the bus each morning and evening).

C. The administrative unit should be sufficiently large to provide adequate administrative and supervisory services.

These services should include:

1. Educational and business administration
2. Supervision of instruction
3. Health supervision
4. Census and attendance supervision

A minimum personnel required for this work in each administrative unit of the optimum size should include at least one supervising official, one clerk for such official, the service of one school nurse, and the services of one home and school visitor. Such an organization anticipates an administrative unit enrolling, whenever feasible, at least 750 pupils. As the unit grows beyond this point, additional supervisory and administrative officers should be added.

D. The procedure involved in the organization of attendance areas and administrative units includes three major steps:

1. The collecting of essential data. All data that are available locally or that can be secured from other sources should be brought to bear upon the solution of the problems involved. These data should include all relevant factors such as:
 - a. Population trends, both general and school, including spot maps showing the location of pupils and transportation routes.
 - b. Building facilities, including the location and condition of existing buildings.
 - c. Transportation facilities, including condition of roads at various seasons of the year.
 - d. Other physical features such as land utilization, location of rivers, mountains and other natural barriers.
 - e. Financial resources, including assessed valuation, rates of assessment, tax rates, bonded indebtedness, current costs, etc.
 - f. Pupil personnel records with respect to census, enrolment, average daily attendance, length of school term, age grade studies, etc.
 - g. Teaching personnel records, showing pupil-teacher ratios, salary levels, certifications, teaching assignments, etc.
 - h. Public opinion relative to school problems.

(Check lists covering the essential data to be used in the reorganization of administrative units will be developed by the Bureau of Administration and Finance of the Department of Public Instruction and, upon request, will be made available to the County Superintendents and their County Boards of School Directors.)

2. On the basis of these data and possibly other data derived therefrom,

the County Board of School Directors should project plans for the division of territory involved into satisfactory attendance areas and administrative units. These plans should be the result of the cooperative thinking of the County Board of School Directors, the County Superintendent of Schools, lay leaders and other interested citizens in the areas affected, and representatives of the State Department of Public Instruction.

Formulation of such plans will involve decisions relative to the closing of existing schools not properly located to serve their respective attendance areas, and the location and construction of new buildings as the resources permit to provide for a more effective school program.

3. Completing the plan proposed herein involves the preparation of the necessary petition and presenting it to the Court of Common Pleas so that the Court may frame the question which is to be submitted to the voters in accordance with the provisions of this Act. (The Division of Administration and Finance will prepare and distribute the necessary petition forms.)

E. A continuous program of interpretation is an essential element in the reorganization program.

Satisfactory units of school organization cannot be obtained until a majority of the people understand the principles involved and the benefits to be derived. The organization and administration of such a program of interpretation becomes the duty and responsibility of the County Board of School Directors under the leadership of the County Superintendent of Schools.

F. Boundaries of the administrative unit need not be coterminous with the boundaries of any existing school district.

It should be possible to change the boundaries of administrative units as conditions warrant. Since population and resources are subject to modification, and transportation facilities are constantly being improved, the boundaries of administrative units should be flexible. In most cases, population centers, social and trade centers and general accessibility should determine the boundaries of the attendance areas and administrative units.

G. The reorganization of local units does not imply arbitrary distinction between rural and urban areas.

On the contrary, every effort should be made to promote a better understanding between urban and rural folks.

H. Provision should be made for any administrative unit to arrange with any other unit or units for the education of children who need a more highly specialized type of educational opportunity than is provided in their own unit.

I. The adjustment of the financial affairs of merged school districts will involve a consideration of the following principles and suggestions:

1. When districts merge without either or any of merging districts being subdivided all assets and liabilities of such school districts should become the assets and liabilities of the newly organized school district, in accordance with the provisions of Section 130 of the School Laws of Pennsylvania.
2. When a school district is divided and merged with two or more other districts:
 - a. School buildings and grounds, together with furniture and equipment, should become the property of the district with which the section of the district, where such building is located, is merged.
 - b. All school buildings and grounds, together with furniture and equipment, should be appraised and a cash value established for the grounds, school buildings, furniture, and equipment. The utility value of the school property to the newly organized school district should be considered as a factor in such appraisal.
- c. All uncollected taxes of any portion of a merged school district should be collected by the district with which such portion of a former district has been merged.
- d. All school property, real and personal, including funds, indebtedness and all accounts, should be adjusted and apportioned on a per pupil basis, including a consideration of the assessed valuation of taxable property as well as the value of all school property.
3. Preparation of budget and tax levy of the first year for a newly organized school district.
 - a. Prior to the beginning of the first fiscal year of the existence of a newly organized school district, the school boards of the various school districts to be merged should get together at the time of the preparation of the budget and meet as often as necessary to plan mutually a budget and a uniform tax levy for the districts involved in such a manner as to meet the needs of the newly organized district or districts during the first fiscal year, beginning the first Monday of July following the preparation of such budget and tax levy.
4. At the time of the merging of school districts, the adjustment and apportionment of all assets and liabilities of the merging school districts should be worked out in detail.
5. A plan of procedure and further assistance to school boards in working out the details of such adjustment and apportionment will be made available by the Department of Public Instruction upon request.

INSTRUCTION

School Music In Community Enterprises

Ethical Principles for Secondary School Organizations Outlined by Committee

(The policies set forth below have been formulated by a Committee representing the Pennsylvania Conference of Locals, American Federation of Musicians, and the Music Department of the Pennsylvania State Education Associations.)

DR. CLAUDE C. ROSENBERRY
Chief Division of Music Education

The public schools exist for the education of youth. The effect of any pupil activity undertaken under school auspices, upon the educational, physical, mental, and moral welfare of the students, is the first and most important consideration that must be weighed by public school officials. That is their specific responsibility. The social and ethical education that results from musical organizations of secondary schools' participation in the right sort of civic and community affairs should be weighed as a value to the students. These values, however, may be highly variable and are relative to other values.

The occasion may be one which represents a comparatively low order of civic interest and purpose, or represent the principles or program of only a small group of citizens; be sharply limited to the interests of a sect, a church, a club membership, or a society. Though these latter may be good in themselves, service to one would imply obligation to serve all, and the schools have neither time nor energy to serve the community when it is divided into a multitude of small units.

On any occasion, even one that represents a civic purpose or interest, some citizens may feel that their group interests are injured. Contributions of free music from the schools affects, for instance, the welfare of the professional musicians. They see themselves as citizens who own property, pay taxes, and support the schools, just as other citizens do. They play gratuitously for charity and have no objection to others doing likewise. The professional musicians do not believe that they should donate their music any more than the manufacturers should have donated materials for construction, and if music is engaged they believe it should be paid for. Civic interest on the part of the public school system is recognized and possibly the public schools, as a governmental institution, should participate. The government is the people, and the people's interests are not best served by competing with professional musicians rather than paying a little more public money out in wages to professional musician-citizens.

School organizations have no justification for playing outside of the schools on the basis of statements to the effect that funds are not available for the employment of professional musicians, or that if a school organization can not be had professional musicians can not be or will not be employed, or that the school organization is to play without remuneration of any kind. In view of

these circumstances, public school organizations shall be guided by the following code of ethics in accepting playing engagements in the communities of the Commonwealth:

1. For school functions, initiated by the schools as part of a school program, whether in school buildings or other buildings.
2. For community functions organized in the interests of the schools strictly for educational purposes, such as those that might be originated by the Parent-Teacher Association, educational committees of community organizations such as Civic Clubs, Women's Clubs, Music Clubs, Rotary Clubs, Kiwanis Clubs, etc.
3. For school exhibit purposes as part of the school districts courtesies to educational organizations, or educational conventions being entertained in the district.
4. For civic occasions of local, state, or national patriotic interest, of sufficient breadth to enlist the sympathies and cooperation of all persons, such as the G.A.R., American Legion, and Veterans of Foreign Wars in connection with their Memorial Day Services in the cemeteries, but only when such participation would not in the least usurp the rights and privileges of local professional musicians.
5. For worthy local charity, such as the Welfare Federation, Red Cross, hospitals, etc., when and where local professional musicians would likewise render their services gratuitously.
6. For any other educational and civic service that might beforehand be mutually agreed upon by the Superintendent of Schools and the official representative of the local professional musicians.

DR. PAUL L. CRESSMAN
Director Bureau of Instruction

FORUMS AND THE SCHOOL PROGRAM

Open Exchange of Ideas Conducive To Intelligent Civic Progress

A. W. CASTLE
Chief Division of Extension Education

Public forums constitute a positive contribution to the public education program. The openness with which all sides of controversial issues are discussed in public forums is conducive not only to the dissemination of information but to intelligent judgment on the part of citizens in making vital personal and social decisions. For this reason the public schools are encouraging the use of the public forum procedure in the social studies and other related educational activities.

It is not the province of public schools to indoctrinate pupils with any theories however wholesome, but rather to stimulate and induce the learners to think clearly and intelligently on vital issues that relate to their personal, vocational and social life. This objective is served by forum discussions in two ways: (1) Through the presentation of information on important questions and (2) By a wholesome and lively exchange of opinions among those participating.

In this way information and opinions are checked as to their accuracy and validity. This type of activity inevitably encourages intelligent thinking on the part of individuals and will yield immeasurable constructive social returns as these young people take an increasingly large part in community affairs.

In a self-governing society in which fanatics, cranks, bores, and others with extreme opinions, are at liberty to express themselves as freely and fully as those who are fully informed and educated in clear thinking, it is of utmost importance that the public schools provide the fullest opportunities for all to acquire an ability to analyze social issues with clarity, if not with conviction.

The public forum functioning in the school system serves an educational use in relieving the classroom of a strictly academic atmosphere and admitting into the learning situation a natural expression based on everyday experience. It is a wholesome experience for an active mind to face the realization that a theory fully accepted in the absence of complete information becomes shaken by the penetration of new light.

In the forum procedure, the most intelligent students are stimulated to further learning, to further reading, and to further thinking. They will seek new sources of information; find out the conclusions of scientists and teachers; search for new books. Others less active will reap results in proportion to their opportunity and readiness to participate in the forum activities. Under wise and patient guidance, the forum can do more to develop that typical American tolerance borne of a genuine faith in democracy than any other educational device. It is eminently suited to give expression to the American idea of freedom.

MASS CULTURE

Art Ventures of WPA Felt on Wide Scale

Since its first performance in 1936, the Federal Theatre has played to more than twenty-five million people. One New York company in four months played 275,000 and 150 resident companies in twenty-seven states gave regular shows.

Music projects emphasized teaching by group methods, 1,300 teachers meeting weekly with 200,000 students, ranging from six to seventy-five years of age. In addition to painting and modeling classes, the Federal Art project pioneered in the use of art for mental hygiene at hospitals. This section also produced many murals, sculptures, prints, posters, and photographs.

Smallest in numbers employed, the Writers' project has prepared thirty-two state guides, expected to reach 2,000,000 readers. Writers also conducted Federal archive and historical record surveys, salvaging valuable documents.

While there is no doubt that the impact of cultural ideas in such volume upon great masses of people has had an effect, it cannot be concluded that a step has been taken toward a national esthetic upheaval.

INSTRUCTION—Continued

MATERIALS OF INSTRUCTION

Some Curricula in Current Use in States and Districts

ALAN O. DECH
Adviser Curriculum Construction

In previous issues of the Public Education Bulletin, lists of representative curricula in General Curricula, Agriculture and Art Activities were given. The following curricula in English are representative of the many now in force in the various cities and states of America:

E. ENGLISH

PLACE	TITLE	GRADE	DATE
ELEMENTARY:			
Aberdeen, S. D. Amsterdam, New York	Elementary Course of Study for Reading Course of Study in Speaking and Writing English	1- 6 1- 3	1936 1936
Bakersfield, Calif.	Teachers' Guide in Oral and Written Expression	4- 6	1936
Detroit, Michigan Fort Worth, Texas	Course of Study in Reading Language Arts, A Tentative Course of Study for Reading	1- 6 1- 6 1- 6 1- 3	1931 1935 1935
Fort Worth, Texas Fort Worth, Texas	Language Arts, A Tentative Guide for the Teaching of Handwriting	1- 7	1935
Ironwood, Michigan Long Beach, Calif. Minneapolis, Minn. Montclair, N. J. Perth Amboy, N. J. South Dakota State Utah State	Tentative Outline in Language for Grades Reading and Literature Course of Study in English The Teaching of Spelling Tentative Primary Course of Study in Spelling Language Arts for the Elementary Grades English for Elementary Schools	4- 6 K- 3 K- 6 2- 4 1- 3 1- 8	1936 1930 1935 1935 1936 1932 1935
JUNIOR HIGH SCHOOL:			
Cincinnati, Ohio	Tentative Course of Study in Oral and Written Expression	7- 9	1935
Fort Worth, Texas	Language Arts. A Tentative Course of Study for Oral and Written Expression	7- 8	1935
Honolulu, Hawaii	A Tentative Course of Study for Literature, Music and Creative Expression	7- 8	1933
Idaho State	Tentative Course of Study in English for Junior and Senior High Schools	7-12	1932
Indianapolis, Ind. Lakewood, Ohio	Course of Study in English A Tentative Course of Study for Junior High School	7- 9 7A	1934 1933
Lakewood, Ohio	A Tentative Course of Study for Junior High School	7B	1932
Minneapolis, Minn.	Course of Study in English Composition, Grammar and Literature	7- 9	1935
New York State Pennsylvania State South Dakota State South Dakota State Utah State	Syllabus in English for Secondary Schools Literature for Secondary Schools English Arts for Secondary Schools Language Arts for the Elementary Grades English for Secondary Schools	7-12 7-12 9-12 1- 8 7-12	1934 1935 9-12 1932 1935
SENIOR HIGH SCHOOL:			
Des Moines, Iowa	Course of Study in Speech for Senior High School	9-12	1936
Des Moines, Iowa	Course of Study in Dramatics for Senior High School	9-12	1936
Flint, Mich. Fort Worth, Texas	Course of Study in English Language Arts, A Tentative Course of Study for Oral and Written Expression	9-12 9-11	1936 1935
Idaho State	Tentative Course of Study in English for Junior and Senior High Schools	7-12	1932
Idaho State	Tentative Courses of Study in Modern Lan- guages, Dramatics, Public Speaking and Journalism for High Schools	9-12	1933
Lakewood, Ohio	A Tentative Course of Study for Senior High School	9-12	1933
Minneapolis, Minn. New York University North Dakota State	Course of Study in Senior High School English Syllabus in English for Secondary Schools English Course of Study for North Dakota High Schools	10-12 7-12 9-12	1935 1934 1935
Pennsylvania State South Dakota State Utah State	Literature for Secondary Schools English Arts for Secondary Schools English for Secondary Schools	9-12 9-12 7-12	1932 1932 1935

EDUCATION BY MOTION PICTURES

American Council on Education
Announces Two Studies

The American Council on Education has recently announced the publication of two studies dealing with motion pictures as an aid in education. The first of these is entitled "The Motion Picture in Education—Its Status and Its Needs". This new publication is a concise review of five major problems which must be considered by anyone interested in the development of visual instruction. These problems are analyzed and suggestions are made for their solution which may be followed by any administrator in his own school system, in state and county units, and in colleges and universities. The work of the Educational Motion Picture Project of the American Council on Education is presented and the various materials prepared by the project are discussed.

The second study is entitled "Teaching With Motion Pictures—A handbook of Administrative Practice". This handbook of administrative practice deals specifically with the major problems of the use of motion pictures in the classroom. It is intended for the teacher and administrator and it provides concrete answers to the most frequently posed questions relating to motion pictures and other visual teaching materials.

The publication contains fifty-nine well-written pages of concise, pertinent information on one of education's most powerful influences. There are also a source list of films, a bibliography, and a glossary of technical terms.

Ten Trends In Business Education

(Adapted from "The Balance Sheet")

- 1 Finding a place in the educational sun for business instruction.
- 2 Subject matter taught in terms of standards of accomplishments as set up by business.
- 3 Better prepared teachers using more adequate courses of study.
- 4 Tendency away from making the commercial department the dumping ground for failures and poor material.
- 5 A definite plan for the correlation of subject matter in the business department.
- 6 Introduction of machines and mechanical devices.
- 7 Importance of individual personality.
- 8 Scientific research is assisting commercial teachers to determine fields for boys and girls.
- 9 Education for vocational skills.
- 10 Education for Leisure.

FUTURE FARMERS FLOURISH

The active membership of the Future Farmers of America now totals 143,000. This is an increase of 26,000 over last year. It is hard to estimate the influence of this National Organization in the future on behalf of the agriculture of our Nation.

INSTRUCTION—Concluded

National Nature News

New Periodical for Schools Carries Current Information on Outdoor Life

DR. CECILIA U. STUART
Chief Division of Elementary Education

National Nature News is a weekly paper of some eight pages published especially for school children and all nature lovers. The material it carries is edited by eminent authorities, and the photographs, line drawings and diagrams are authentic in every detail. The main purpose of the publication is to give to the youth of our country reliable information concerning the living things about them. It will enable them to become more conscious of the great outdoor world of which they are a part and of how they may make it better or worse by their actions.

The following outline gives a general idea of the subjects to be covered in National Nature News during the school year, although there may be some minor changes as to dates and arrangement. As space will permit other items of timely information will be given. One page will be suitable reading for the younger children and will carry an illustrated nature story and usually an outline to be colored.

National Nature News may be addressed at 3107 Wisconsin Avenue, N. W., Washington, D. C.

1937

Sept. 13—	Nov. 8—
Oysters	Buckwheat
Hummingbird	Silkworm
Poison Ivy	Bobwhite
Hickory-Horned Devil	Humane Traps
Sept. 20—	Nov. 15—
White-faced Hornet	Horse
Black Bass	Salmon
Moose	Cockroach
A Tree	Hickory Tree
Sept. 27—	Nov. 22—
Armadillo	Gila Monster
Milkweed	Cranberry Bogs
Admiral Butterfly	Pheasant
Canada Goose	Galls
Oct. 4—	Nov. 29—
Black Walnut Tree	Turkey
Porcupine	Rice
Conch Shell	Chambered Nautilus
Mountain Bluebird	Dec. 6—
Oct. 11—	Cactus
Screech Owl	Chickadee
Giant Water Bug	Foxes
Sponges	Holly Tree
Falling Leaves	Dec. 13—
Oct. 18—	Camel
Cattails	Story of Rubber
Apple Tree	Mirages
Beaver	Bayberry
Gathering Cocoons	Dec. 20—
Oct. 25—	Mistletoe
Trapdoor Spider	Christmas Trees
Jim Crow	Reindeer
Whales	State Bird
White Oak	Dec. 27—
Nov. 1—	Fir Tree
Harvest	Cork
Weasel	Balanced Aquarium

1938

Jan. 3—	March 21—
Astronomy	Horse Chestnut
Tracks	Martin
Flamingo	Tuna Fish
Alligator	Pearls
Orange Tree	March 28—
Jan. 10—	Pussy Willows
Turpentine	Sparrows
Pine Tree	Skunk
Cardinal	Flax
Gem of the Month	April 4—
Jan. 17—	Gem of the Month
Golden Poppy	Arbutus
Prunes	Western Meadowlark
Deer	Rivers and Floods
Jan. 24—	April 11—
Otter	Shad-bush
Codfish	Shad
Ants	Mink
Trees in Winter	Ferns
Jan. 31—	April 18—
Soil Testing	Cabbage Butterfly
Woodchuck	Planting Seeds
Vulture	Cow
Feb. 7—	Bluebird
Opossum	April 25—
Persimmon Tree	Aphid Story
Freezing and Thawing	Peach Tree
Gem of the Month	White-footed Mouse
Feb. 14—	Mosses
Mackerel	May 9—
Coconut Tree	Snipe
Ruffed Grouse	Shrews
Diamond Back	Jack-in-the-Pulpit
Terrapin	Milk Snake
Feb. 21—	May 16—
Wool	Dogwood
Ducks	Ladyslipper
Wolf	Moths
Feb. 28—	May 23—
A Famous Tree	Dogs
Leather	Mountain Ash
State Bird	Bluegills
Violet	Seedlings
March 7—	May 30—
Gem of the Month	Marble
Grizzly Bear	Wild Rose
Coffee	Rabbit
March 14—	Shrimps
Domestic Cat	June 6—
Potato	Strawberries
Golden Eagle	Monkey
Shamrock	Making Trails
	Life in the Brook

CHIEF OF AGRICULTURAL EDUCATION RECOGNIZED

National recognition was given a member of the Department of Public Instruction when H. C. Fetterolf, Chief of the Division of Agricultural Education, was appointed Chairman of the American Vocational Association Committee for the Future Farmers Convention to be held in Kansas City, Missouri. This Committee comprises four outstanding experts in this field in the United States. It becomes their responsibility to plan the vocational agriculture phase of the Annual Convention of the Future Farmers of America.

NEW SERVICE FOR EDUCATORS

Expert Evaluation of Instructional Materials Available Through Periodical

H. FRANK HARE
Chief Division of Secondary Education

For the first time instructional materials, such as textbooks and courses of study, are being carefully evaluated and the results given national circulation. These evaluations are contained in a new feature of the Education Digest called, "The Education Digest Ratings of Instructional Materials", which made its first appearance in the June issue of the magazine published at Ann Arbor, Michigan.

Because the superabundance of instructional materials makes it difficult for educators to choose those best suited to their needs, the editors of the Education Digest are seeking to help solve this problem by providing ratings on a five-point scale for various instructional items. The ratings are made by experts selected on a nation-wide basis.

The textbooks and other educational materials are rated on content, workmanship, interest, teachability, and attractiveness. All fields of education from pre-school through teacher-education are represented in the items rated. Several psychological tests were rated for efficiency in the September issue.

Encouraged by the fact that consumers in other fields have welcomed unbiased and scientific evaluation of items, the Education Digest is seeking to do the same for consumers of educational materials.

THE PAGEANT OF AMERICA

M. CLAUDE ROSENBERRY
Chief Division of Music Education

The educational department of one of the largest radio stations in the South, Station WSM, Nashville, Tennessee, is initiating a series of weekly broadcasts to be known as "The Pageant of America".

The first program will be on Monday, October 11, at 9:30 P.M. (C.S.T.), dramatizing the "Story of Jamestown". The second broadcast on October 18, will feature "The Mayflower Company"; on October 25, "Roger Williams Brings Religious Freedom to America".

The programs will continue every Monday night throughout the school year. Dr. A. L. Crabb, Professor of Education at Peabody College for Teachers, Nashville, Tennessee, has taken personal charge of the research and final approvals of all the programs. The programs will be broadcast by a cast of professional radio actors and actresses.

Teachers and students of social science through the schools and colleges of Pennsylvania, as well as a great many others, are following with interest, this educational contribution by Station WSM.

PROFESSIONAL LICENSING

DR. JAMES A. NEWPHER
*Director Bureau of
 Professional Licensing*

College Aid For Ambitious Students

Seven Main Opportunities Open To Worthy Candidates

JAMES G. PENTZ

*Chief Division of Pre-Professional
 Credentials*

There are seven principal sources of scholarships and other forms of financial aid and counsel for college students. Following is a brief statement describing each of these:

1. State Scholarships

The Department of Public Instruction on the first Friday of May, each year, conducts scholarships examinations in every county seat of the Commonwealth. Secondary school seniors are eligible to participate in these examinations. To the candidate who ranks highest in each county, or senatorial district, is awarded a free scholarship amounting to \$100 each year for four years. This scholarship may be used in any approved college in the state of Pennsylvania. To avail oneself of this opportunity it is necessary to apply either to the secondary school principal of your community, or to the county superintendent of schools.

2. Senatorial Scholarships

The General Assembly of Pennsylvania has authorized each State Senator to award twelve scholarships to students who are worthy of receiving such advantage. These scholarships may be used in any state-aided institution of higher learning in Pennsylvania, including Pennsylvania State College, University of Pittsburgh, University of Pennsylvania, and Temple University. In order to secure one of these scholarships it is necessary to communicate with the Senator who represents your district in the General Assembly.

3. Various Other Scholarships

Practically every college and university has scholarships that are available to worthy students who need financial assistance in carrying out their preparation for professional careers. These scholarships can be secured by applying to the college or university which the student desires to enter. The Department of Public Instruction has prepared a bulletin entitled "Scholarships and Opportunities for Self Help in Pennsylvania Colleges and Universities", which lists most of the scholarships available in colleges of our State. The Office of Education at Washington, D. C., likewise publishes a bulletin listing several thousand scholarships available in the colleges of the nation.

4. National Youth Administration

The National Youth Administration for Pennsylvania also has a program to aid students in financing their college education. To be eligible to participate, a student must be able to do satisfactory college work and unable to attend college without such assistance. The aid provided is in the form of part-time jobs which en-

able the student to earn fifteen dollars a month while attending college. Application for this type of student aid should be made directly to the president of the institution which the student wishes to attend. It is not necessary that a student attend college in the state in which he lives.

5. Student Work

In almost every college, and college community as well, there are opportunities for ambitious students to earn tuition, money or other compensation to enable them to finance their education. In fact, some institutions maintain an office in order to assist students to obtain jobs whereby they can earn a part of their college expenses.

Two small books may be helpful to a student who seeks this type of assistance. One of them is entitled "Making Yourself a Job", and is published by the Dauphin Publishing Company of Harrisburg, Pennsylvania. The other is entitled, "How Students Are Working Their Way Through School", and is published by the Cokesbury Press, Nashville, Tennessee.

6. Loan Funds

In many communities there are organizations such as Parent-Teacher Associations, Business and Professional Women's Clubs, Rotary Clubs, and other similar organizations which maintain loan funds to assist students in financing their education. Usually, the principal of the secondary school is able to advise students as to what organizations in a community are assisting students in this way.

The Institute of Student Aid at Hartford, Connecticut, is a nation-wide organization which has been established for the purpose of advising students relative to sources of scholarships and other forms of student aid in the colleges of America. This Institute can furnish you with information regarding scholarships in almost any college of the nation. It also publishes a monthly magazine entitled "Student-Aid".

INSTITUTE OF STUDENT AID

*Organization Serves As A Clearing House
 For Information On Scholarships And
 Other Forms of Assistance For
 Ambitious Youth*

ALBERT J. McGLYNN

*Adviser Division Pre-Professional
 Credentials*

One of the most authentic and far-flung services for ambitious youth who are handicapped by a lack of funds for a college education, is the Institute of Student Aid. This Institute was established in January 1933 for the exclusive purpose of aiding persons who require financial and other assistance in their preparation for professional careers.

While the service consists largely of the dissemination of reliable information, it also includes counsellor and guidance advisers to youth. Consultations with parents, students, and services are conducted under the program of the Institute of Student Aid.

(Continued on page 18, column 1)

RHODES SCHOLARSHIPS

Competition For 1937

According to the Will of Cecil John Rhodes, thirty-two Scholarships, tenable at the University of Oxford, are assigned annually to the United States. Each appointment is made for two years in the first instance, with a possible third year for those whose record at Oxford and plan of study make such an award advisable. No restriction is placed upon a Rhode's Scholar's choice of studies. The stipend is fixed at £400 a year.

The competition for Rhodes Scholarships is organized by states and districts. There are eight districts of six states each. Upon recommendation by his college or university, a prospective candidate may apply either in the state in which he resides or in the state in which he has received at least two years of his college education by the time of application. Each State Committee may nominate two candidates to appear before the District Committee, and from the twelve men appearing before it the District Committee may select four to represent their states at Oxford.

The qualities which Rhodes specified in his Will as forming the basis of selection are: (1) literary and scholastic ability and attainments; (2) qualities of manhood, truth, courage, devotion to duty, sympathy, kindliness, unselfishness, and fellowship; (3) exhibition of moral force of character and of instincts to lead and to take an interest in his schoolmates; (4) physical vigour as shown by interest in outdoor sports or in other ways.

Some definite quality of distinction, whether in intellect, character or personality, or in any combination of them, is the most important requirement for a Rhodes Scholarship. Financial need does not constitute a special claim for consideration.

Applications must be in the hands of the Secretary of the State Committee not later than November 6, 1937. Selections will be made by State Committees on December 16 and 18, and by District Committees on December 20, 1937. Scholars elected in this competition will enter the University of Oxford in October 1938.

A candidate to be eligible must—

- (1) Be a male citizen of the United States and unmarried.
- (2) Be between the ages of nineteen and twenty-five on October 1, 1938.
- (3) Have completed at least his Sophomore year by the time of application.

In every college and university there is an institutional representative of the Rhodes Scholarships from whom copies of the Memorandum of Regulations, application blanks, and other information may be obtained.

The Secretary of the Committee of Selection for this state is, John V. Lovitt, 1035 Land Title Building, Philadelphia.

Teacher Education and Certification

DR. HENRY KLOOWER
Director Teacher Education
and Certification

Trends In Teacher Education

JONAS E. WAGNER
Supervisor Elementary Certification

A report from the Office of Teacher Education and Certification in the Department of Public Instruction indicates a half dozen significant current trends in the preparation and practice of teaching in Pennsylvania. Following are some of the facts revealed in the statement:

More Science for Teachers

The Curriculum Revision Committee and Board of Presidents of the State Teachers Colleges recommended an enrichment of the program for the education of science teachers. More intensive courses in the physical and biological sciences were prescribed for major areas of concentration. This was in response to the urgent demand from the field for better prepared science teachers.

More Candidates for Teaching Profession

Increased enrolments in the summer sessions indicate a wholesome attitude toward increasing demands on the part of school boards for better qualified teachers. There was an increase of more than one hundred and twenty teachers enrolled at the State Teachers Colleges for the 1937 summer session over the summer enrolment of 1936.

A study of the teacher education program, as reflected in the summer session enrolment in the institutions of higher learning, indicates a three per cent increase in the enrolments over the corresponding period last year.

Child Study Centers Planned

Allocations to the State Teachers Colleges made it possible to provide for an extension of the professional services to the school districts within the areas of each of the institutions. Provision has been made to provide much needed education for teachers of children in the lower age levels and to initiate experimental programs in the establishment of child study centers.

Social Studies Stressed

A study of the graduates of the teacher education institutions for the year 1937 indicates that greater emphasis is now being given to the social studies since the subject most frequently appears as an elective and the number of graduates choosing the electives appears in the following frequency:

Social Studies...	258
Science	256
Mathematics	171
Geography	103

Better Preparation for Teaching

During the past month 2,564 certificates were issued to teachers-in-service and to beginning teachers. The tendency for teachers to complete four years of

post-secondary education is consistent with the State program of teacher education. More than 1,688 college certificates were issued as compared with 626 State standard limited certificates which are issued on preparation requiring less than four years of college work. The outstanding fact during the month was that not any certificates to teach were issued on the basis of two years of post-secondary education.

Supervision Improving

The continuing demand for administrative and supervisory certificates during the month indicates a wholesome response to a demand for better prepared superintendents, supervising principals, and secondary school principals. More than fifty administrative and supervisory certificates were issued during the month of July.

Reports on vocational home economics certificates were checked from more than 220 school districts. The purpose of this check is to provide the basis for the approval of vocational reimbursement on the salaries of these teachers.

Teacher Placement

Over 160 teachers registered with the Placement Service during the last month. There were fifty-six requests for teachers and supervisory officers. Fourteen teachers were placed in positions by the Placement Service.

ADULT EDUCATION CLASS AT SUNBURY

Susquehanna University Sponsors Course For Laymen and Teachers

A. W. CASTLE
Chief Division Extension Education

A course outlining the various developments in the field of adult education is being given under the auspices of Susquehanna University. The course is designed to meet the inquiries of laymen and teachers both as to the underlying philosophy of adult education and as to the forms and agencies in existence in the field.

In this age of close population and confused or diversified public opinion, many agencies have entered the field in an effort to mould and guide the thinking of adults, supply them with accurate and adequate information, and in the spirit of democracy, provide further self-education facilities for both the educated and the under-educated.

An examination of the various forms includes a survey of the European countries which are consciously educating their adult population, and in America of the agencies such as the radio, the W.P.A. programs, parent education, workers' education, university extension courses, opportunity schools, and C.C.C. camps.

STUDIES REVEAL STATUS OF TEACHERS IN PENNSYLVANIA

Reveal Information in Enrolments and Certification

Studies recently completed or in process by the Department of Public Instruction reveal significant information regarding the status of teacher education in Pennsylvania.

The first of these is a survey of comparative enrolments in the State Teachers Colleges for the years 1933, 1934, 1935, 1936, and 1937, and indicates interesting trends. The number of students in the elementary curriculums has declined from 4,161 in 1933 to 3,668 in 1937. The enrolment in the secondary curriculum has declined from 2,746 in 1933 to 2,371 in 1937. The commercial education curriculum has shown a steady, gradual increase each year. There is a marked decline shown in the health education curriculum, in which 777 students were enrolled in 1933, and 536 in 1937.

Another study made is that of the distribution of enrolments in accredited liberal arts colleges and universities in Pennsylvania during the first semester of the college year 1936-1937. It was found that a total of 48,885 students is enrolled; 33,980 men and 14,903 women. A study also was prepared relating to the comparative enrolments in the liberal arts colleges for the academic years 1933-34, 1934-35, 1935-36, and 1936-37. This project reveals that there has been a gradual increase in the total enrolments.

A survey of approximately 64,000 teachers' certificates shows the number of college, standard, and non-standard certificates held by teachers in every school district of the Commonwealth over a period of fifteen years. Practically one hundred per cent of all the teachers in the public schools have completed preparation representing at least two years beyond secondary school work.

The certification of college graduates was likewise reviewed. It was found that 4,625 provisional college certificates were issued during the year 1936. A further study indicates the fact that 3,700 inexperienced teachers were employed for the first time in the Commonwealth during the year 1936-37.

During last month, 311 college certificates were issued to graduates of institutions of higher learning. These constitute the mid-year graduating classes of the institutions and represent an additional supply of teachers for the public schools.

HISTORICAL LANDMARKS RESTORED

(Concluded from Page 6, Col. 1)
Anniversary of these settlements, to be celebrated in 1938. This book will be suitable for use in the schools.

W. P. A. Projects Planned

The Commission has opened a four-county project in Northwestern Pennsylvania, the purpose of which will be the location of French and English Colonial Forts and Trails in that area, and the recording of data concerning them.

State Library and Museum

DR. JOSEPH L. Rafter
Director State Library and Museum

Book Week An Educational Opportunity

Schools Astir With Activity

WOULD EXTEND LIBRARY SERVICE TO ALL

Annual Book Week, which this year is being celebrated from November 14-20, is an occasion filled with wholesome educational opportunities. The reading of good books by children and adults for recreation and pleasure is not only a worthy manner of spending leisure time, but a method of broadening the understanding and giving new vistas and a wider outlook on life. It is a gratification to realize that during this Week the schools of Pennsylvania are a-stir with stimulating and diversified library activity. Library service which is the heart of the program of instruction should be extended to every child and adult in this Commonwealth.

Book Week, which has been observed each year since 1919 to arouse interest in reading, has become an annual event in the schools and a significant force in the lives of children and adults alike. Through the activities of this Week the students acquire an understanding of the world and a new interest in such aspects of learning as science, the arts, geography, history, and government. With its emphasis on new trends in the activities of mankind, Book Week provides a factual and historical background for the process of growing up in the modern world, the modern teacher conceives of children as people and makes available to them such books as reveal wider vistas, and engenders a freedom and vitality that appeals to young people.

A great many appropriate activities may be carried forward in the public schools during this significant celebration. Book exhibits on particular subjects constitute a stimulation to readers. Projects such as "doorways to bookland", a book broadcast, a book jacket contest, the selection of basic books for a home library, a contest involving titles and authors, finding new book friends, window displays, and interviews on reading, are among the activities that have been found of unusual interest and value during Book Week.

The importance of extending library and general reading facilities to every child and adult is inevitable in a democracy. While library service is growing rapidly it has been estimated that only one person in three has a good library near at hand. Of the 46,000,000 people in America without access to public libraries there are obviously millions of children. Small towns and rural areas usually suffer the greatest lack in this direction.

A worthy project during this Week would be the extension of book service to regions which are without libraries. The Department of Public Instruction through its general library and especially through its extension library is exercising every effort in the interest not only of developing libraries in sections of the Commonwealth where this service is not available, but in the improvement of service in libraries that are already operating. The equalizing of library opportunity requires careful planning and the support of both school and lay people throughout the State.

Valuable Documents Being Preserved For State

COLONEL HENRY W. SHOEMAKER
Chief Division of Archives

The Archives Division of the State Library and Museum has been recently engaged in an unusual variety of activities and services. Realizing that the primary function of the Archives Division is the preservation of the official documents of the State, efforts are being concentrated on the transfer of material to the Division from those Departments where adequate storage for them is not available. Since the transfer of material has often been unsystematic in the past, there are numerous gaps in the archival series already deposited and classified in the Archives. The Archives Division is attempting to fill these gaps as soon as possible.

It is hoped that after the material has been classified and arranged, a calendar will be compiled of the most important collections, the statement indicated. Such a calendar could be published in one of the historical journals of the State or in pamphlet form.

form by the Archives Division, which would acquaint the historians with the large amount of material deposited in the State Library and arranged for use.

Three boxes of manuscripts pertaining to the settlement of Revolutionary War accounts have been classified. The indexing of Post Revolutionary Papers is likewise progressing.

Arrangement has been made for the classification of material transferred from the Departments of the Secretary of the Commonwealth and the Auditor General. Loose manuscripts are being arranged chronologically, checked with the printed material, and properly labeled. In this way these materials are made easily accessible to students of history.

Many letters are being answered pertaining to Military Service, Historical Data, and Genealogical matter; and many callers are making personal investigations, as well.

Accredited Library Schools

The Board of Education for Librarianship has classified and accredited the following library schools now in existence, in accordance with the Minimum Requirements for Library Schools adopted by the Council of the American Library Association. The schools are listed alphabetically followed by dates of establishment:

COLLEGE	LIBRARY SCHOOL ESTABLISHED
New York State College for Teachers.....	Department of Librarianship. 1926
University of California.....	School of Librarianship..... 1919
University of Chicago.....	Graduate Library School....
Columbia University	School of Library Service... 1887
University of Denver.....	School of Librarianship..... 1931
Drexel Institute	School of Library Science... 1892
Emory University	Library School
Kansas State Teachers College of Emporia..	Library School
Hampton Institute	Library School
University of Illinois.....	Library School
Louisiana State University.....	School of Library Science... 1893
McGill University	Library School
University of Michigan.....	Department of Library Service 1927
University of Minnesota.....	Division of Library Instruction 1928
New Jersey College for Women.....	Library School
University of North Carolina.....	School of Library Science... 1927
University of Oklahoma.....	School of Library Science... 1931
George Peabody College for Teachers.....	Library School
Carnegie Institute of Technology.....	Carnegie Library School.... 1928
Pratt Institute	School of Library Science... 1901
College of St. Catherine.....	Library School
Simmons College	School of Library Science... 1929
Syracuse University	School of Library Science... 1902
University of Toronto.....	Library School
University of Washington.....	School of Librarianship..... 1908
Western Reserve University.....	School of Library Science.... 1911
University of Wisconsin.....	Library School

Pennsylvania in History

MAJ. FRANK W. MELVIN
 Chairman Pennsylvania Historical Commission

Pennsylvania Claims Notable Men of Science

Naturalists and Inventors Among Roster of Famous Men

DR. DONALD A. CADZOW
Archaeologist Pennsylvania Historical Commission

William Penn's influence is best shown in the types of people attracted to his colony. Not only were they a practical people, ambitious and industrious, but they showed powers of intellect unusual in the New World. Their originality and ambitions are reflected in their achievements in art, literature and music, and in the more practical sphere of science.

WORLD-WIDE RECOGNITION

As early as 1730, Thomas Godfrey, a mathematician and astronomer, invented an improvement to the Davis Quadrant that meant much to navigation. It will be generally conceded that Benjamin Franklin was the outstanding American scientist of early Colonial history. The lightning rod, Franklin stove, and kite experiment represent but a small part of his contribution. His researches, the founding of scientific societies, and the development of scientific genius in such men as Rittenhouse, the astronomer, and Bartram, the botanist, are among the influences he exerted. Rittenhouse's observations of the Transit of Venus in 1769 brought him world fame; and Bartram, founder of the first American botanical garden, was pronounced by the eminent Linnaeus "the greatest natural botanist in the world."

OPENED NEW AVENUES OF PROGRESS

Throughout the history of science in America, Pennsylvanians have been notable figures. Audubon, America's greatest ornithologist, was a resident of this State for many years; Oliver Evans was America's first mechanical engineer; Fitch and Fulton invented the steamboat; Samuel Langley worked out the principle of the aeroplane; John Morgan founded American medicine; Philip Physick is the father of American surgery; Joseph Priestly discovered oxygen; Robert Peary first saw the North Pole; and Henry Lick, a Lebanon countian by birth, gave to California the observatory which bears his name.

The following is a partial list of Pennsylvania scientists, their birthplace and contribution:

Name	Residence	Field	Contribution
Audobon, John J. Bartram, John	Adoption Philadelphia	Ornithologist Botanist	First botanical garden in America
Brashear, John D. Franklin, Benjamin	Pittsburgh Adoption	Inventor Scientist	Astronomical instruments Lightning rod
Fulton, Robert	Lancaster	Inventor	Invented steamboat
Holland, Wm. J.	Pittsburgh	Zoologist	Author of <i>Butterfly Book</i>
Lick, Henry	Lebanon County	Scientist	Founded Lick Observatory
Peary, Robert	Cresson	Explorer	Discovered North Pole
Priestly, Joseph	Adoption	Scientist	Discoverer of oxygen
Rothrock, J. F.	McVeytown	Forester	Father of Pennsylvania forestry
Smith, Edgar Fahs Westinghouse, Geo., Jr.	Philadelphia Adoption	Chemist Inventor	Invented air-brake
Wilson, Thomas	Philadelphia	Ornithologist	

THE SHRINE OF THE CONSTITUTION and THE DECLARATION OF INDEPENDENCE

The United States Constitution Sesquicentennial Commission has reproduced the exact facsimiles of the Constitution and of the Declaration of Independence in their original sizes. The Declaration of Independence is one page and the Constitution is on four pages. In addition, the Commission has created a page of the same size containing thirty-seven photographs and autographs of the Signers of the Constitution.

These six pages are encased in instantly removable frames which fit into a floor standard. The Shrine is surmounted by a reproduction of the American eagle faithfully sculptured from the original in the Library of Congress, and is most impressive in appearance.

The documents are protected by a sheet

of cellulose acetate, insuring preservation of these valuable manuscripts. They are the exact form and size of the original Constitution and the Declaration of Independence, on exhibition at the Library of Congress in Washington.

The purpose of the Commission is to place this Shrine in schools, libraries and other institutions in order to give the opportunity to the people and the students to see these immortal documents exactly as they were originally written, so that they may have a greater reverence for the charter of our liberties.

The shrines are obtainable only from the United States Constitution Sesquicentennial Commission, House Office Building, Washington, D. C.

150TH ANNIVERSARY OF THE CONSTITUTION

1787 1937

A PROCLAMATION

WHEREAS the Constitution of the United States was signed on September 17, 1787, and had by June 21, 1788, been ratified by the necessary number of States and,

WHEREAS George Washington was inaugurated as the first President of the United States on April 30, 1789,

NOW, THEREFORE, I, Franklin D. Roosevelt, President of the United States of America, hereby designate the period from September 17, 1937, to April 30, 1939, as one of commemoration of the one hundred and fiftieth anniversary of the signing of the ratification of the Constitution and of the inauguration of the first President under that Constitution.

In commemorating this period we shall affirm our debt to those who ordained and established the Constitution, "in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defence, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity."

We shall recognize that the Constitution is an enduring instrument fit for the governing of a far-flung population of more than one hundred and thirty million, engaged in diverse and varied pursuits, even as it was fit for the governing of a small agrarian Nation of less than four million. It is therefore appropriate that in the period herein set apart we shall think afresh of the founding of our Government, under the Constitution, how it has served us in the past and how in the days to come its principles will guide the Nation ever forward.

IN WITNESS WHEREOF, I have hereunto set my hand and cause the seal of the United States of America to be affixed.

FRANKLIN D. ROOSEVELT

School Employees' Retirement Board

DR. H. H. BAISH
Secretary School Employes'
Retirement System

Building, Improving and Unifying Local, State and National Associations of Teachers

*Statement Before the Third General Session,
National Education Association, Detroit,
Michigan, by Dr. Lester K. Ade,
Superintendent of Public
Instruction*

(ABSTRACT)

Nearly eighty-one per cent of the opinion of the 4,000 educational workers who reported *shades of opinion* to the Education Policies Commission agreed that membership in national professional organizations should be *voluntary* but that supervisory officers may properly encourage membership as one form of in-service preparation, and may consider membership or lack of membership in a professional organization as one indication of a teacher's professional interest and competence. Leaders are, therefore, justified in urging teachers to participate in such organizations just as they are justified in advocating other opportunities for professional improvement.

CO-INCLUSIVE PLAN RECOMMENDED

Membership in local and state organizations should be made co-inclusive with membership in the national organization so that membership in one will carry with it membership in the others. Such a fusion must be brought about gradually, using a form of voluntary co-inclusive membership as a beginning. Ultimately a single fee should admit to local, state and national associations.

For several years in Pennsylvania, under the able leadership of Dr. J. Herbert Kelley, Executive Secretary of the Pennsylvania State Education Association, and his Assistant, Mr. Harvey E. Gayman, we have used a four-coupon membership card by which a teacher enrolls himself in local, state and national associations and fills out his own receipt. The secretary signs or initials the receipt, keeps card No. 1 for his own file, forwards card No. 2 with dues, to State headquarters, and card No. 3 with dues, to National Education Association headquarters.

LEGISLATIVE ACHIEVEMENTS

Through a unified professional organization, the teachers of Pennsylvania by co-operating with the Department of Public Instruction and other agencies, secured the enactment of an imposing list of constructive educational legislation, thirty-five of the thirty-eight desirable proposals having been enacted into law. Heading the list is a state-wide teacher tenure law which greatly extends the latitude of professional service and elevates the general morale of the 63,000 members of Pennsylvania's teaching force. Salaries of elementary teachers in some 23,000 rural districts were raised from the \$800 minimum to a \$1000 minimum, with increments provided for. Other notable achievements include a law providing for the merging of the smallest districts in the interest of better programs of instruction, full appropriation to cover the State's liability to the Retirement System, a Constitutional Amendment legalizing a State income tax, and the full restoration of teachers' salaries.

FUNDAMENTAL PRINCIPLES OF SOUND TEACHER RETIREMENT SYSTEMS

At the meeting of the National Council of Teachers' Retirement Systems held in Boston, the Council adopted fifteen fundamental principles which should be observed when organizing a Teachers' Retirement System. These fundamental principles were formulated after several years of study and consideration by the Research Director of the National Education Association and the experienced Secretaries of existing Retirement Systems, and they were so well formulated that it has not been found necessary thus far to recommend any changes.

1. Membership should be compulsory for teachers entering the service after the enactment of the retirement law; optional for teachers already in service.
2. Retirement ages and rules should be defined and administered so as to retain teachers during efficient service and provide for their retirement when old age or disability makes satisfactory service no longer possible. The retirement allowance should be sufficient to enable the retiring teacher to live in reasonable comfort, thereby removing the temptation to remain in the classroom beyond the period of efficient service.
3. The sums deposited by the teachers and by the public during the period of service should be approximately equal.
4. The deposit by the teacher and the payment by the public should be stated by the organic act creating a retirement system, subject to adjustment in accordance with future actuarial investigation.
5. The teacher's contributions and the State's payments to the retirement fund should be made regularly and concurrently during the teacher's period of service.
6. The retirement board should open an account with each individual teacher. Sums deposited in that account by the teacher should be held in trust for that teacher.
7. An adequate and actuarially sound reserve fund should be created to guarantee that the necessary money to pay the benefits promised will be on hand at the time of retirement.
8. Periodic actuarial investigations should be made of every retirement system to insure its financial soundness.
9. A retirement allowance should be provided for disabled teachers after a reasonable period of service.
10. Teachers leaving the service before the regular retirement age should retain rights to all moneys accumulated in their accounts. Teachers' accumulated deposits should be returnable upon withdrawal from teaching service, or death prior to retirement.
11. The teacher should have the opportunity to elect the manner in which he will receive the benefits represented by the accumulated value of his deposits and the State's payments.
12. Upon the adoption of a retirement plan, teachers should be given credit for their service prior to the establishment of the system. Funds for this purpose should be provided by the public.
13. The public should guarantee active teachers all the benefits which they had a reasonable right to expect under the old system. It should guarantee teachers retired under a previous system the allowance promised at the time of their retirement.
14. Provision should be made for cooperative or reciprocal relations between the retirement systems of the different states.
15. The administration of the retirement system should be in the hands of a retirement board whose make-up is carefully prescribed in the retirement law, and which represents both the public and the teachers.

BROADER VIEW NECESSARY

It is evident that state teachers organizations today are receiving wider recognition and more serious consideration than ever before. The complexity of professional services in our contemporary life demands an efficient organization of personnel. Yet it appears that a small minority of the members of our great profession have attained a nation-wide point of view with respect to

affiliations with the National Education Association. Our problem, then, is to stimulate and encourage this broader view on the part of teachers. When America's 1,000,000 public school teachers join together in a bond of unity of purpose, great indeed will be the constructive benefits, not only to the profession as such, but to the 30,000,000 children and youth who depend on our teachers for instruction, guidance and inspiration.

CONTINUOUS ATTENDANCE IN SCHOOL ADVOCATED

Free Transportation Under New Law Will Remove Present Exemption

The transition from present laws to new laws affecting education occasionally presents unusual problems. At least there is one situation, relative to the attendance laws, that may be anticipated and adjusted with some advantage to the pupils.

Under the provisions of the present law, pupils who reside more than two miles from the nearest school and who lack proper transportation, are exempted from attendance. Many of such youth, accordingly, discontinue school at that point. On the other hand, in 1939, when such pupils will be only sixteen or seventeen years old, the new Attendance Law, Act 478, will provide free transportation for such pupils and thereby require them to attend school until they are eighteen years of age.

Thus in 1939, those pupils who have been absent from school for two years, will be obliged to return. Their return in these circumstances will cause them to be not only relatively old for their grade (grade nine), but also out of touch with classroom work. These disadvantages, together with any others that might accrue from a two-year absence from school, will constitute a real problem for both the school and the student.

To avoid these difficulties, superintendents and parents would do well to encourage the continuous attendance in school of pupils, particularly those who received their common school diploma last spring—especially if they will be less than eighteen years of age in 1939.

ON NATIONAL EDUCATION ASSOCIATION COMMITTEE

Raymond W. Robinson, Chief of the Division of Consolidation and Transportation, in the Department of Public Instruction, has been designated a member of the "Committee on The Economic Status of the Rural Teacher", by the President of the National Education Association, it was announced today. This Committee, which has been at work several years, is concerned with the improvement of educational services in the rural areas of America by means of assuring adequate economic conditions for teachers.

LIST OF STATE PUBLICATIONS

A list of publications of all the Departments of State is now available in a handy booklet form. The booklet, size 4 x 9 inches, containing 24 pages, catalogues more than 500 specific publications. It also indicates the cost of each, as well as designates the bulletins which are free.

Copies of this bibliography may be secured from the Bureau of Publications, Department of Property and Supplies, Commonwealth of Pennsylvania, Harrisburg, Pennsylvania.

SCHOOL BUILDINGS RISE WITH W.P.A. AID

DR. HUBERT C. EICHER
Chief Division of School Plant

The Federal Emergency Administration of Public Works helped to finance the construction of approximately seventy per cent of all school-building construction in the United States during the past four years.

Public Works Administration has made loan and grant allotments for more than 3,700 school projects, applicants in every state receiving allotments.

Allotments of nearly \$300,000,000 in loans and grants have provided school construction estimated to cost more than \$550,000,000.

More than 6,300 building projects have provided 33,718 additional classrooms and seats for 1,389,655 pupils.

The Public Works Administration also has aided in the construction of:

2,165 auditoriums
1,720 gymnasiums
884 libraries
676 shops
443 cafeterias

and approximately 6,000 other units including laboratories, study halls, science, and commercial rooms.

Student Interest In Radio

Broadcasting and the American Public, was the subject this year of the state-wide ex tempore speaking contest among Pennsylvania secondary school students. In writing of the outcome of the contest, C. Stanton Belfour, Executive Secretary of the Pennsylvania Forensic and Music League, stated that this subject proved to be one of the most interesting they have used in recent years, as radio is a subject which the students can identify with their everyday lives. He also stated that "Education by Radio" was one of the most valuable references for the topic.

Radio Programs

OUR AMERICAN SCHOOLS, a radio program sponsored by the National Education Association, will be resumed in September, over the network of the National Broadcasting Company. Florence Hale will again conduct the Saturday morning program for teachers, and Belmont Farley will continue to direct an evening program for the general public.

Arrangements were completed last week with the Columbia Broadcasting System for a series of coast-to-coast broadcasts under the sponsorship of the National Education Association. These programs will go on the air from 2:30 to 3:00 P.M., EST, on Mondays, and will be especially intended for secondary school students.

As soon as the schedules for the coming year are announced by the broadcasting companies, the American Association of School Administrators will issue the Fall edition of its Radio Calendar which proved so popular.

THE ZEAL OF HORACE MANN

The year 1937 marks a notable anniversary in the history of American public education. It was a century ago, in 1837, that Horace Mann assumed his duties as Secretary of the State Board of Education in Massachusetts. Horace Mann brought to his work an abiding belief and a faith in the necessity of an adequate system of free public education as a preparation for the duties and responsibilities of citizenship and of life.

With evangelical zeal he traveled over the State of Massachusetts making many public addresses and attempting in every way possible to instill in the minds of the people an ideal of what might be accomplished through free public education. His annual reports to the State Board of Education had the force of national documents and attracted attention not only in this country but abroad. Through his leadership the common schools of Massachusetts were reorganized and placed on a high plane and the first tax-supported normal schools were established. Because of his revitalizing of the principles of public education he may deservedly be called the father of our present-day American public school system.

Quoting Horace Mann in one of his reports to the Massachusetts Board of Education the memorial of 1846 states, "If you would make the citizens of the state virtuous and happy, educate. If you would promote commerce, agriculture and manufactures, educate. If you would give stability to law, and prevent those hurtful mistakes into which men so often fall in the conduct of their affairs, whether civil, ecclesiastical, or domestic, educate." As our society grows more complex the truths expressed in this statement are of even greater importance today than when they were first written.

Throughout the Nation appropriate observance is being planned of this important anniversary.

In the same way and in the same spirit that actuated this great American statesman should school officials, superintendents, teachers, and all friends of public education labor untiringly and with evangelical fervor and zeal to the end that educational ills may be corrected. It is only through an adequate program of public education that we may safe-guard the character and quality of our future citizenship.

—BERTRAM E. PACKARD

Where adequate minimum-salary standards are lacking some communities may set salaries so low that the selection of teachers, regardless of their qualifications, is limited either to those who are willing to live at very low levels or to those who can depend on relatives for part of their living expenses. A salary law which eliminates competition for appointment below a certain salary level places a premium on superior qualifications and competence, and thus tends to improve the teaching service.

NEA Committee on Tenure

Higher Education In Pennsylvania

DR. HENRY KLOOWER
Director Teacher Education and Certification

The Commonwealth of Pennsylvania provides for the higher education of its youth in practically every field. This is done through seventy accredited colleges and universities including fifty-six that are generally referred to as arts colleges, and fourteen state-owned teachers colleges. Each of these institutions is authorized to grant the appropriate baccalaureate degrees.

Pennsylvania colleges and universities have always had an important and distinctive place in the State's educational program. They serve the State by supplying well-educated persons for the professions and well-prepared men and women for its commerce and industry, its schools, churches, and homes. In addition to this service, the institutions contribute to the advancement of all State interests through their instruction, research, and extension services. Eighty-five per cent of the 57,000 full-time students in all Pennsylvania colleges and universities are residents of the State.

Higher education in Pennsylvania dates back to the early Colonial days when the school foundations were laid by William Penn soon after the first visit in 1682. The University of Pennsylvania traces its beginning to the year 1740, and the Moravian Seminary was founded in 1742. By the middle of the nineteenth century a great many of the colleges and universities now in operation in the Commonwealth were in existence.

It was in this period of the development of higher educational institutions that the Commonwealth first gave its official aid to the movement by accepting in 1863, the terms of the Land Grant College Act of Congress, signed by Abraham Lincoln on July 2, 1862. The General Assembly within a year designated the Pennsylvania State College, founded in 1855, as the Land Grant College of Pennsylvania and declared the Federal Act "is hereby accepted by the state of Pennsylvania with all its conditions, and the faith of the State is hereby pledged to carry the same of your effect."

INSTITUTE OF STUDENT AID

(Continued from page 12, column 2)

The Institute issues monthly a substantial magazine entitled, "Student-Aid". This organ carries information on scholarships, fellowships, loan funds, and student employment opportunities. Furthermore, one issue features a major phase of educational opportunities of Pennsylvania, another of Virginia, another of Michigan, another of a foreign nation, and again one of the issues may make a special feature of the educational opportunities in a certain profession such as dentistry, forestry, medicine, law, music, and the like.

Associated on the Advisory Council are representatives of colleges and universities, the National Congress of Parents and Teachers, the Young Women's Christian Association, the Young Men's Christian Association, Rockefeller Center, the American Association of Social Workers, the National Youth Administration, and the Vocational Guidance Association. The Institute has headquarters in Hartford, Connecticut.

THE HARVARD EDUCATIONAL REVIEW

The Harvard Educational Review is a magazine of general interest in the field of education, published by the Graduate School of Education, Harvard University. Appearing four times during the academic year—in the months of October, January, March, and May—the Review carries material of such relatively permanent value as to warrant its publication in a Quarterly Journal.

The field of the magazine is the whole of education, from nursery school to adult forum, from the problems of the apprentice teacher to those of the university president, from the fundamental issues of educational philosophy to the intricacies of research in modern psychology, from the frontiers of psychiatry to the mysteries of school administration, from the classics to manual training as educative media. Public and private, formal and informal, traditional and radical educational problems and practices are considered. Although it is obviously impossible to touch all the fields of education in a single issue, the Review is so planned as to cover, over a series of issues, the most significant developments in many of these fields.

Reports of significant educational achievements here and abroad, descriptive accounts of the work of important commissions, material on aspects of educational philosophy, psychology and comparative education, and critical evaluations of the world's educational trends and institutions, appear in its pages. The magazine endeavors to be what its name implies—a review of educational affairs. And while the editors seek comprehensiveness and balance in their selection of articles, they seek also that unity which comes from a professional consideration of a restricted field. The spirit of fair and keen inquiry into professional policies and activities, free from bias and dogma, is a sort of common denominator for the editorial policy.

Wins \$5,000 University Scholarship

Among the four national winners of the Annual Craftsman's Guild Contest for 1937, is Edward F. Sendek of the Monessen, Pennsylvania, public schools. The contest, participated in by boys from some 2,000 secondary schools throughout the nation, consisted in making an accurate and artistic reproduction of the famous Napoleonic Coach, or the making of an original automobile model. The Pennsylvania student achieved the high place in the senior division of the former contest, and as a result has been awarded a \$5,000 Scholarship valid for any university he may choose.

The object of the contest is to "Teach the young how to do things with their hands, for only by such practice can America achieve the standards of industrial progress that it has enjoyed during the last hundred years."

Dr. C. Valentine Kirby, Chief of the Division of Art Education, in the Department of Public Instruction, was present at the occasion of the presentation of the awards. The event was sponsored by the Fisher Body Craftsmen's Guild, which enjoys a membership of almost a million and a half American youths.

EDUCATION NEWS

Education News is a weekly five-column newspaper devoted exclusively to the reporting of educational news. Each issue consists of from eight to sixteen pages.

Education News reports important educational events and activities. Included in its columns is news of:

Educational conventions, conferences and meetings.

New methods of administration, innovations in teaching methods, building activities, etc.

Current contributions to educational literature, not in the form of critical evaluation, but simply as news.

Certain phases of radio and motion picture activities which are of importance to educators.

Legislation, judicial decisions, and rulings of administrative bodies which affect educators.

Resignations, appointments, and other personal news.

We also plan to give a review of current comment about education and educators.

In each issue there will be a forum of opinion to all educators. Headquarters of the new publication are at 420 Sexton Building, 529 South Seventh Street, Minneapolis, Minnesota.

A NEW HORACE MANN PAGEANT

A new compact paper book, about four by six inches in size, containing 160 pages, entitled "Those Who Bear the Torch" has been issued by the Committee on the Horace Mann Centennial of the National Education Association. The title represents a complete pageant suitable for public schools and other institutions interested in celebrating the One Hundredth Anniversary of Horace Mann becoming Secretary of the Massachusetts Board of Education, in which capacity he rendered his great service to the cause of free public education.

The pageant was prepared by the Horace Mann School of Teachers College, Columbia University (New York City) and reveals the relation of the Great Educator to the great builders of the ages. It will be especially valuable for "Horace Mann Day" —November 9, of American Education Week 1937, when the Centennial will come to its climax; and for the yearly observance of Mann's birthday on May 4.

The episodes are so arranged that they may be produced separately. The Horace Mann Episode, for example, will appeal especially to teachers colleges. It will also be timely in celebrating the centennial of the first public normal school in 1939. But the pageant, designed for reading as well as production, will be of interest to the general reader. It will appeal to parents, students, teachers and to all who would understand the significance of the eternal quest for truth.

COLLEGE BROADCASTING

College broadcasting stations, with no advertisers to protect, can raise the level of public intelligence to where an informed electorate can establish a democracy in fact, and eliminate all possibilities of a revolution.

—A. Ballard Walton

National Conference On Educational Broadcasting

"The Future of Radio" Among Topics To Be Discussed by Cooperating Organization

OLIVER S. HECKMAN
Adviser Division of Secondary Education

The Second National Conference on Educational Broadcasting will be held at the Drake Hotel in Chicago, November 29, 30, and December 1, 1937.

The objectives of this second conference, as formulated by a committee, are as follows:

1. To provide a national forum where interests concerned with education by radio can come together to exchange ideas and experiences.
2. To examine and appraise the situation in American broadcasting as a background for the consideration of its present and future public service.
3. To examine and appraise the listeners' interest in programs that come under the general classification of public service broadcasting.
4. To examine the present and potential resources of education through radio.
5. To examine and appraise the interest of organized education in broadcasting.
6. To bring to a large and influential audience the findings that may become available from studies and researches in the general field of educational broadcasting, particularly such studies and researches as may be conducted by the Federal Radio Education Committee.

In addition to the eighteen organizations which sponsored the first conference, the following have been selected to sponsor the second, to increase the scope of the social and cultural interests which will be represented on a nation-wide basis: American Association for the Advancement of Science, American Association of Museums, American Association of University Women, American Federation of Arts, American Library Association, American Public Health Association, Music Educators National Conference, National Council of Parent Education, National Federation of Music Clubs, and the National University Extension Association.

The American System of broadcasting, an evaluation of broadcasting from the point of view of the listener, educational broadcasting, and the future of radio have been selected as the topics of the four general sessions. Speeches on these subjects will be made by prominent representatives of education, the radio industry, and the listener, and will be followed by periods of open discussion.

Those who are interested in the maximum contribution of broadcasting to educational and cultural development are invited to participate in the conference.

YOUTH IN MODERN COMMUNITY

P.T.-A. Develops Vital Theme In Radio Forum

The National Congress of Parents and Teachers opened the 1937-38 Parent-Teacher Radio Forum on October 13, with an account of the World Education Conference by the National President who attended the meeting in Tokyo, Japan, this summer. Her talk was devoted primarily to the Home and School Section, sponsored by the International Federation of Home and School, of which she served as chairman and which is of deep interest to the 2,000,000 members of the Congress.

The Parent-Teacher Radio Forum is broadcast by the National Broadcasting Company, over its blue network, each Wednesday afternoon from 4:30 to 5:00 o'clock, E. S. T., and will continue through April 13, 1938.

The general theme of the Forum, "Youth in a Modern Community", is being developed through a series of roundtable discussions, interviews, and dramatic sketches, under the leadership of specialists in health, recreation, education, and allied fields. These nationally known leaders present their views and suggestions concerning P.T.A. efforts to aid young people in becoming useful members of society.

P.T.-A.

Successful Projects Assure Successful Program

Twelve successful projects for secondary school associations:

1. A social standards conference for high school students.
2. Social hygiene program initiated jointly by the faculty and the parent-teacher association.
3. Participation in a regional high school conference.
4. Encouragement of study groups on such subjects as family relations; home and school responsibilities; organization and development of junior and senior high schools; school support.
5. Compilation of information concerning: occupational opportunities in the community for high school graduates; summer activities for youth; commercialized amusements; reading material on the newsstand; juvenile courts; character building agencies for youth.
6. The establishment of student aid funds.
7. Student loan library.
8. School beautification.
9. Musical program by P. T. A. groups and school music groups.
10. Games between parents, faculty, students.
11. Vacation program of excursions.
12. Father, daughter, mother and son meetings.

Superintendent Ade Urges Celebration of Education Week

(Concluded from page 20, column 3)

LIFELONG LEARNING

Theme for Saturday, November 13

PURPOSE: To bring out the fact that education is a lifelong process and to discuss both the responsibility of the public schools in facilitating education at all levels and the contributions of other private and governmental agencies to the lifelong education of the people.

Early Education

It is often said that the most important time in an individual's life are his first six years. Undoubtedly the essentials of health and character are formed at this time. Kindergarten and nursery school education which suffered during the depression years is gradually finding its way back and should be made available to an increasing number of young children. Certain aspects of modern life such as apartment living and working mothers make this service increasingly necessary.

Elementary and Secondary Education

The elementary and secondary school education of most persons is taken for granted and is reasonably well cared for. Even at the secondary school level, however, only sixty per cent of the young people of secondary school age are to be found in secondary schools. The other forty per cent are without guidance so far as formal provision for their education is concerned.

Continuing Education

Following the period of the secondary school the formal education of the majority of people ceases, although there is an increasing enrolment in the colleges. Any education, thereafter, must be acquired by the individual's own effort or through the subtle influence of his surroundings including agencies of information, such as the press, the radio, and the motion picture. It is increasingly apparent that opportunities for continuing education should be provided for adults generally.

Two Special Needs

Another need lies in the fact that modern society is so complex that one cannot be a constructively good citizen unless he is constantly studying the problems of society and having for that study unbiased and adequate sources of information. There is every reason to believe tax-supported adult education has become just as essential a social policy as is the education of children at public expense.

Things To Do

(1) Canvass the agencies which provide educational opportunities for adults in your community. (2) Have forum groups discuss these opportunities in your community, and suggest possible improvements. (3) If a strong adult forum is not functioning in your community, American Education Week is a good time to establish such a group.

For information and technics regarding the forum method write to the United States Office of Education, Washington, D. C.

Superintendent Ade Urges Celebration of Education Week

"Education and Our National Life" Theme of Annual Observance November 7-13

Dr. Lester K. Ade, Superintendent of Public Instruction, urges that American Education Week be observed in the schools of Pennsylvania. The theme for the celebration, November 7-13, 1937, "Education and Our National Life", is of vital interest and significance not only to the profession but to the future of American democracy itself.

American Education Week, 1937, will mark the sixteenth annual observance of this occasion, which is sponsored jointly by the National Education Association, the American Legion, and the United States Office of Education, together with the cooperation of many other national organizations. This great national celebration of public education had its beginning after the World War, which had thrown into sharp relief certain fundamental weaknesses in American life and education. Among these were a vast amount of illiteracy and physical unfitness.

Since the first observance in 1921 this movement has gained steadily in scope, effectiveness and recognition. In the 1936 observance nearly 7,000,000 citizens visited their schools. Scores of millions were reached through the press, radio, motion picture, and other avenues.

American Education Week is observed throughout the nation as something more than an occasion when schools seek the limelight. It has the deeper purpose of re-emphasizing each year the vital relationship of education to democracy. There is nothing more important to the American people than the safeguarding of their future as a free democratic people. And there is no agency whose work is more fundamental in this task than the public school. It is most fitting, therefore, that American Education Week should be set aside each year as a time for rededication of the schools to the service of democracy. This purpose is especially appropriate this year since American Education Week is to serve as the culmination of the Horace Mann Centennial.

The theme for 1937 is "Education and Our National Life". Daily topics are:

Sunday, November 7—Can we Educate for Peace?

Monday, November 8—Buying Educational Service.

Tuesday, November 9—Horace Mann Centennial.

Wednesday, November 10—Our American Youth Problem.

Thursday, November 11—The Schools and the Constitution.

Friday, November 12—School Open House Day.

Saturday, November 13—Lifelong Learning.

THE SCHOOLS AND THE CONSTITUTION

Theme for Thursday, November 11

PURPOSE: To provide the schools an opportunity to celebrate the Constitutional Sesquicentennial during American Education Week and to discuss the responsibility of the schools for the great civic issues of our day.

Constitutional Sesquicentennial

The Constitutional Sesquicentennial commences September 17, 1937 and runs until 1939 which date is 150 years after the ninth state had ratified the Constitution, thus making it an effective instrument of government. The United States Constitution Sesquicentennial Commission was created by authority of Congress and is composed of Senators, Representatives, and citizens appointed by the President, who is himself chairman.

The United States Constitution was not developed over night by a few super-statesmen. Experience with the local Colonial governments, together with lessons from the Old World, provided most of the ideas upon which the Constitution is based. The merging and molding of these ideas into the document as written is the unique achievement of the framers of the Constitution.

The Constitutional Issue Today

In recent years the constitutional issue has become increasingly important. There are those who contend that the Constitution is our authority, that it should remain unchanged, and that we should follow a strict interpretation of it. There are others who maintain that we should let the Constitution stand as written but give it a broad interpretation so that our government which operates under its authority can be adapted to present-day needs. There is still another group which maintains that the Constitution must be materially changed if not scrapped because, it is said, it was written for another age and is inadequate to meet present-day needs.

Charges and counter-charges are swirling about the Supreme Court and its relationship to constitutional issues. This topic is of such vital public interest as to provide the basis for lively forum programs.

Schools Give Useful Information

One of the principal functions of the schools is to give young people the ideas and ideals requisite for good citizenship. What should be the attitude of the schools toward the Constitution and all the issues that arise from its relationship with present day life? Undoubtedly the answer which would receive most unanimous accord is that the schools should teach all the facts, present all the viewpoints about civic issues, and then let young people make their own decisions.

Things To Do

(1) Write to the United States Constitution Sesquicentennial Commission, House Office Building, Washington, D. C., for information as to the projects planned by the Commission and the materials which may be secured to assist schools in carrying them out (2) Have dramatic departments prepare plays and pageants for presentation to assemblies and to civic groups. (3) Have pupils write essays and plays discussing various phases of the interesting story of the development of the Constitution. (4) Have classes in government and history prepare materials in their work that will be useful in the observance of this day.

Succeeding issues of Public Education will present discussions of the topics chosen for the last day of Public Education Week.

SCHOOL OPEN HOUSE DAY

Theme for Friday, November 12

PURPOSE: To set aside one special day during American Education Week when parents and citizens are given a special invitation to visit the schools.

A Day For Visitors

In recent years no special date for visiting the schools has been suggested during American Education Week. Each community has worked out the matter of school visitation as seemed best.

A survey of the reports and materials of school systems concerning their 1936 observance of American Education Week, however, reveals that the Open House or School Visiting Day is one of the most outstanding features of the nation-wide observance of American Education Week. It, therefore, appears desirable to have one day set aside especially for that purpose. The date for this, however, is only suggestive and any community for which another day would seem to serve better will change the program to suit its own needs.

Various Plans For Visiting Day

Open House Programs or Visiting Days are handled in a number of ways. In some cases, school affairs are conducted as usual but parents are given special invitations to visit. In other cases, schools stress certain new school services or phases of the school program not well-known to the public. Sometimes parents are invited to visit the school any time during the day convenient to them. In some instances an abbreviated schedule of the school program is carried out that parents may follow through and thus get first-hand information as to just how the child spends his school day. Often times such schedules are carried out in evening Open House Programs at which the children are not present. In the case of evening programs, the abbreviated schedule which parents have gone through is usually followed by a general program. This may consist of a school assembly program or of a particular program especially planned for this occasion.

Things To Do

(1) Publicize the Open House Program as widely as possible through all the avenues available. (2) Keep a visitors' record book at some convenient point as the parents enter or leave the school. (3) Make the occasion seem as informal as is consistent with the program so that parents will feel at home. (4) Pupils in the elementary and junior high school may be invited to visit the junior high school and secondary school respectively. This will give them an idea of the kind of program they will enter upon when they are promoted to these higher units of the school system. (5) Have a variety of activities and displays prepared for the Open House Program such as regular class schedules where parents observe; abbreviated schedules in which parents follow child's schedule, listen to teachers discuss the work and ask questions; exhibits of school work; programs by school pupils showing results of work in such departments as physical education and dramatics. A succeeding issue of Public Education will present a discussion of the topic chosen for the last day of American Education Week.

(Continued on page 19, column 3)